DOCUMENT RESUME

ED 133 591		CE 009 696

AUTHOR	Fair, George W.
TITLE	Vocational Education Programming for Special Education Students in Texas. Final Report.
INSTITUTION	Texas Univ., Dallas.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
REPORT NO	VT-103-525
PUB DATE	[76]
NOTE	158p.
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Handicapped Students; Questionnaires; Regular Class Placement; School Districts; School Surveys; *Special Education; State Surveys; *Vocational Education
IDENTIFIERS	*Texas

ABSTRACT

The purpose of this study was to begin an assessment of the status of vocational education programming for handicapped school-age students in Texas. Specific objectives were to determine the number of special education students enrolled in and completing regular and special vocational education classes during the school year 1974-1975, to determine why special education students have not been enrolled in regular vocational education programs, and to estimate the types of services needed to enable more special students to enter vocational classes. To accomplish these objectives questionnaires were sent to the school districts to collect the basic data, and onsite interviews were conducted to validate and clarify the questionnaire data. Survey results are detailed in narrative and tabular form, with recommendations for improvement including inservice programs for vocational and special educators and other appropriate school personnel. The questionnaires and letters used in the project are appended. (MF)

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ED133591

VOCATIONAL EDUCATION PROGRAMMING FOR SPECIAL EDUCATION STUDENTS IN TEXAS

Final Report

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VT-103-525

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The research described herein was performed in cooperation with the Division of Occupational Research and Development, Department of Occupational Education and Technology, Texas Education Agency.

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ACKNOWLEDGEMENTS

My appreciation is extended to the many people who helped to make this report possible. In addition, special acknowledgements are made to Mr. Oscar Millican, Texas Education Agency, Mr. Ron Trull, Texas Rehabilitation Commission, and Dr. Beth Stephens, The University of Texas at Dallas, for their support and cooperation that were essential to beginning this project. Thanks also go to the superintendents and the personnel of the participating school districts who gave of their valuable time to complete questionnaires and interviews.

Further, appreciation is also extended to the project staff and especially to Ms. Jana Lewis for her unfailing assistance throughout the project. Special thanks also go to the many people at the University of Texas at Dallas that made our ideas a reality.

INTRODUCTION

In our ever changing complex society, the goals of education--self-realization, desirable human relationships, economic efficiency, and civic responsibility--remain constant. The development of physical, emotional, social, and mental growth is still the prime concern of educators. The educational goals for children and youth that are classified as handicapped are the same as those for children and youth that are classified as normal. However, successful attainment of these goals is much more difficult for the handicapped, not only because of their impairments, but also because of the barriers that are imposed by society. Schools, as well as employers, often shun the handicapped because of the way they "look" or because they assume that the handicapped are not as competent as non-handicapped people in all areas. Partially, as a result of these all too common attitudes, the handicapped have been segregated and have not had the access to many of the services, programs, or jobs that persons classified as "normal" have had.

These problems are compounded in the educational and employment areas. Traditionally, there has been little emphasis in vocational education on programming for the handicapped. This has been, to some extent, the result of vocational educators' hard work to improve the quality, scope, and image of vocational education. They have struggled to prevent their programs from becoming the "dumping grounds" for students who were unable to succeed in other programs. In many school districts, handicapped students who cannot compete on an equal basis with the non-handicapped may not have the opportunity to take advantage of regular vocational education programs.

The 1963 Vocational Education Act charged the states specifically with the responsibility of providing vocational programming for the handicapped. Because few changes had taken place in four years, the Vocational Education Amendments of 1968 mandated that special programs be developed with the aid of federal funding. Each state was required by law to designate at least ten percent of its basic grant for vocational education to be used exclusively to finance programs "for handicapped persons who because of the handicapping condition cannot succeed in the regular vocational education program without special educational assistance or who require a modified educational program". The amendments defined the term "handicapped" as follows:

> ....persons who are mentally retarded, hard of hearing, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reason thereof require special educational and related services.

Purpose of Study

The purpose of this study was to begin an assessment of the status of vocational education programming for handicapped school-age students in the state of Texas. Its specific objectives, as outlined in the Proposal for Research Project in Occupational Education and as submitted to the Department of Occupational Education and Technology, Texas Education Agency, were as follows:

1. To determine the number of special education students who were enrolled in regular and special vocational education classes during the school year 1974-1975.
2. To determine the number of special education students who successfully completed regular and special vocational education classes during the school year 1974-1975.
3. To determine the number of special education students referred to vocational Admission, Review, and Dismissal Committees as described in the Administrative Guide and Handbook for Special Education and their recommendations.
4. To determine the reasons why special education students have not been enrolled in regular vocational education programs.
5. To estimate the number of special education students who may be eligible but are not enrolled in vocational education programs because classes are not available.
6. To estimate the type of services and/or programs that are needed to enable more special education students to enroll in regular and special vocational education classes.

Rationale for Study

In addition to the general value of collecting data concerning the vocational education programming for special education students in Texas, this study had increased value because vocational educators have been criticized by special educators and others concerning the vocational education services available for the handicapped. However, most of this criticism has been without specific data, and it was anticipated that this investigation would supply some of the necessary data that is needed to substantiate or refute these opinions. This study was also designed to explore vocational education programming for special education students from an independent school district perspective, and to provide general and specific recommendations in this area.

STUDY APPROACH

The project director disigned a two part approach for carrying out the objectives of the study: (1) four different questionnaires were completed by school districts; and (2) on-site interviews with school district personnel in twenty districts.

Questionnaires Completed by School Districts

The four different types of questionnaires that were completed by the school districts provided the basic data concerning vocational education programming for special education students in that district. The information supplied on these questionnaires was related to each of the six objectives of the study. Four different questionnaires were used because school districts preferred to cooperate at different levels. Therefore, the different questionnaires represent an effort by the project to get a maximum number of responses from the school districts in Texas.

On-Site Interviews

In the proposal for this project, the stated purpose of the on-site interviews was to validate and clarify the data that was received on the questionnaire forms. However, as the project and the interviews evolved, the interviews served more to present an in-depth analysis of vocational education programming for special education students from the perspective of the seventeen districts visited. The report of the interviews presents a composite personalized view of programming that could not have been accomplished by only analyzing the responses to questionnaires.

Organization of the Report

This report is a detailed description of the project activities, findings, conclusions, and recommendations. The methodology chapter discusses the procedures that were used in reference to both the questionnaires and the on-site interviews. This is considered to be an important chapter for research procedure reasons, as well as for presenting important information on how the data was collected. The mail and telephone procedures used for completing the questionnaires enabled the project to receive substantive responses that represent between 70 and 85% of the school districts in Texas. Part I of the report focuses on the data that was obtained from the questionnaires that were completed by the individual school districts. These data are analyzed and interpreted in reference to the six objectives of the study. The project activities that are reported in Part I and the summary and recommendation sections that are included are based exclusively on the data compiled from the questionnaires by the project director. Part II was completed by the assistant project director and focuses on the information that was obtained during seventeen two-day visits to independent school districts across the state of Texas. The major portion of these visits consisted of interviews with the personnel of each district who are responsible for vocational education programming for special education students. The project activities that are reported in Part II and the summary and recommendation sections that are included are based exclusively on the information obtained during these visits and the observations that were made by the assistant project director. Part III of the report, the Executive Summary, represents the combined efforts of both the project director and assistant director.

METHODOLOGY

Questionnaires Completed by School Districts

The procedures used in this part of the study have enabled the project to receive substantive responses that represent between 70 and 85% of the school districts in Texas that were eligible to respond. Of the 1,126 school districts listed in the *1975-76 Texas School Directory*, 75 were deleted from the population for this study because they did not have either special education or vocational education programs. Of the remaining 1,051 school districts eligible to respond to the project's questionnaires, returns were received that represent approximately 968 districts. This number is an approximation because of the special education cooperatives. These are school districts which combine their resources and eligible students for the delivery of special education services. It was not always clear whether the director of a cooperative was responding for all of the schools in the cooperative or whether his response represented only the school district where he or she was located. In such cases, a response from the director of a cooperative was assumed to include all of the districts in that cooperative. Because of the time requirements of the project, it was not possible to make further inquiries to investigate these responses more carefully. Therefore, the range of the substantive responses was estimated to be between 70 and 85% of the eligible school districts.

The procedures that were used in obtaining these responses from school districts involved persistence and a willingness to accept less information from school districts than was originally requested. The sequence of procedures used to get responses from the school districts are below:

1. A letter was mailed to the superintendents of all eligible school districts describing the project and its objectives and asking for their cooperation. Enclosed with the letter was a return form to indicate their willingness to participate in the project and spaces for the names and addresses of the persons in their district responsible for vocational education and special education. (See Appendix A.)

2. Upon receiving a positive response from the superintendent, the "Director of Special Education Questionnaire" and the "Director of Vocational Education Questionnaire" were mailed to the persons designated. A letter describing the project and its objectives was also enclosed. (See Appendix B.)

3. If a negative response was received from the superintendent, his reasons for not participating were evaluated. If no reason was given, or if his reason was considered not adequate, another letter was mailed further explaining the importance of the project and again requesting his cooperation. Enclosed with this letter was the "Supplementary Questionnaire," which asks for less detailed information than the director questionnaires, and the superintendent was asked to complete this questionnaire. (See Appendix C.)

4. If after three weeks, no response to the original letter was received from the superintendent, a follow-up letter asking for the cooperation of the superintendent was mailed. (See Appendix D.)

5. If after three weeks, no response to a questionnaire was received, a follow-up letter asking for the cooperation of the respondent, was mailed. (See Appendix E.)

6. If after six weeks, no response to a questionnaire or a letter was received, a follow-up letter, explaining the importance of the project and again requesting cooperation was mailed. Enclosed with this letter was the "Supplementary Questionnaire" described above. (See Appendix F.)

7. After six weeks of data collection, the "Special Education Directory of Programs" was reviewed and all instructional officers/supervisors of special education cooperatives whose name had not been supplied by a superintendent were sent letters. This letter asked for their cooperation and described the project

and its objectives. A "Director of Special Education Questionnaire" was enclosed with this letter. (See Appendix G.)

8. If after ten weeks, no response to a questionnaire or a letter was received, a telephone call was made to either the person responsible for vocational or special education programs in the district or special education cooperative and a "Telephone Questionnaire" was completed over the telephone. Because of time and resource limitations, all districts who did not respond could not be reached by telephone. (See Appendix F.)

When all of the responses to questionnaires had been made, the responses were categorized into nine different combinations of responses. The nine different combinations of responses, and the number of districts and percentage of the total categorized under each are located in Table 1.

On-Site Interviews

A stratified random sample of twenty school districts, based on the size and geographical location were selected for on-site interviews. Only seventeen of these districts were actually visited; three of the districts could not be visited because of the illness of a project staff member and the end of the school year did not permit rescheduling. However, the seventeen districts that were visited should be somewhat representative of school districts throughout the state.

These districts ranged in average daily attendance from less than 300 students to over 100,000 students. Some of them possessed what would be considered large vocational education and special education programs and others had very minimal programs. Geographically, school districts were visited in all parts of the state and in thirteen of the twenty Educational Service Center regions. One school district was visited in regions 1, 2, 4, 7, 8, 15, 17, 18, and 19; and two districts were visited in regions 11, 13, 16, and 19. Visits were also planned to districts in regions 9, 10, and 12, but were not completed. The specific details of the interview and observation procedures will be discussed in Part II of this report. More

TABLE I

NUMBER AND PERCENTAGE OF SCHOOL DISTRICT RETURNS FOR EACH CATEGORY

	Category of Return	Number of Districts	Percentage
1.	"Director of Special Education Questionnaire"	215	20%
2.	"Director of Vocational Education Questionnaire"	75	7%
3.	"Director of Special Education Questionnaire" and "Director of Vocational Education Questionnaire"	250	24%
4.	"Supplementary Questionnaire"	219	21%
5.	"Supplementary Questionnaire" and "Director of Vocational Education Questionnaire"	23	2%
6.	"Supplementary Questionnaire" and "Director of Special Education Questionnaire"	18	2%
7.	"Telephone Questionnaire"	105	10%
8.	Response from district but refused to participate for miscellaneous reasons	63	6%
9.	No response from district	83	8%
	TOTAL	1051	100%

generally, a visit to a district first involved making firm appointments with the persons who had completed the questionnaires. These respondents were informed that the project assistant director would be visiting and observing in the district for two days and would like to have the opportunity to interview other people involved in vocational and special education. It was suggested that at a minimum, the following persons be made available for interviews: one secondary school principal, a guidance counselor, two special education teachers, a vocational adjustment coordinator, and two vocational education teachers. The vocational and special education facilities in each district were also observed. The on-site interviews served more to document the perspective of individual school districts in the area of vocational education programming for handicapped students than as a validation of the data reported on the questionnaires as was originally planned.

Terms and Abbreviations

The following terms and abbreviations will be used throughout the report.

VH - Visually Handicapped
AH - Auditorially Handicapped
MBI - Minimally Brain Injured
OH - Orthopedically Handicapped or Other Health Impaired
EMR - Educable Mentally Retarded
TMR - Trainable Mentally Retarded
ED - Emotionally Disturbed
LLD - Language and/or Learning Disabilities
MH - Multi-handicapped
AE - Agricultural Education
DE - Distributive Education
HO - Health Occupations
HE - Homemaking Education
IE - Industrial Education

VOE - Vocational Office Education

VIA - Vocational Industrial Arts

VAC - Vocational Adjustment Coordinator

ADA - Average Daily Attendance

VEH - Vocational Education for the Handicapped

CVAE - Coordinated Vocational-Academic Education

ARD Committee - Admission, Review and Dismissal Committee

PART I

QUESTIONNAIRES COMPLETED BY SCHOOL DISTRICTS

Objective 1: TO DETERMINE THE NUMBER OF SPECIAL EDUCATION STUDENTS WHO WERE ENROLLED IN REGULAR AND SPECIAL VOCATIONAL EDUCATION CLASSES DURING THE SCHOOL YEAR 1974-1975.

Objective 1 is one of the basic objectives of the project. On the "Director of Special Education Questionnaire" this data was requested according to the recognized handicapping conditions and the type of vocational program in which students were enrolled. Over 50% of the districts originally contacted stated that this type of information was not available for the regular vocational education programs. Another 12% of the returns indicated that the data supplied were only estimates because adequate records are not maintained. The project considers the handicapping condition and the type of vocational program extremely important for fiscal and program accountability. Table 2 presents data for regular vocational education programs from the 135 school districts who returned the "Director of Special Education Questionnaire" and provided data relative to this question. It is evident from Table 2 that the handicapping conditions of the majority of special education students served in regular programs are language and/or learning disabilities and educable mentally retarded. This table also indicates that the vocational programs serving the majority of these students are homemaking education, agricultural education, industrial education, and vocational industrial arts.

Table 3 presents the number of special education students in regular vocational education programs as indicated on the "Director of Vocational Education Questionnaire," "Supplementary Questionnaire," and "Telephone Questionnaire." The "Director of Vocational Education Questionnaire" requested the number of special education students in regular vocational education programs according to the type of vocational education program. Some of the students counted in this part of Table 3 are the same students that were counted in Table 2. This is because there were a number of districts that returned both the special education and vocational education

TABLE 2

SPECIAL EDUCATION STUDENTS AND PERCENTAGE IN REGULAR VOCATIONAL EDUCATION PROGRAMS "DIRECTOR OF SPECIAL EDUCATION QUESTIONNAIRE"

Special Education Handicapping Conditions	Vocational Education Programs							
	AE	DE	HO	HE	IE	VOE	VIA	TOTAL
VH	2 *	0 *	1 *	3 *	0 *	0 *	0 *	6 *
AH	2 *	1 *	0 *	3 *	12 *	0 *	0 *	18 1%
MBI	12 *	2 *	0 *	18 1%	25 2%	2 *	1 *	60 4%
OH	1 *	1 *	0 *	3 *	1 *	0 *	0 *	6 *
EMR	81 6%	14 *	9 *	225 16%	113 8%	13 *	40 3%	495 34%
TMR	3 *	0 *	0 *	1 *	0 *	0 *	0 *	4 *
ED	10 *	1 *	0 *	2 *	9 *	0 *	2 *	24 2%
LLD	315 22%	29 2%	7 *	268 19%	87 6%	3 *	115 8%	824 57%
MH	0 *	0 *	0 *	0 *	0 *	3 *	0 *	3 *
Total	426 30%	48 3%	17 1%	523 36%	247 17%	21 1%	158 11%	1440 99%+

* - Less than 1%

+ - Rounding error is present

N = 135 districts

TABLE 3

SPECIAL EDUCATION STUDENTS AND PERCENTAGE IN REGULAR VOCATIONAL EDUCATION PROGRAMS

"DIRECTOR OF VOCATIONAL EDUCATION QUESTIONNAIRE"

Vocational Education Program	Students	Percentage
Agricultural Education	61	17%
Distributive Education	6	2%
Health Occupations	73	21%
Homemaking Education	86	25%
Industrial Education	119	34%
Vocational Office Education	0	0%
Vocational Industrial Arts	6	2%
TOTAL	351	101%+

+ Rounding error is present

OTHER QUESTIONNAIRES

Type	Students
"Supplementary Questionnaire" (N = 119 districts)	1518
"Telephone Questionnaire" (N = 20 districts)	490
TOTAL	2008

questionnaires. This means that at the present level of analysis it is very difficult to estimate the precise number of special education students that are being served in regular vocational education programs, but the data does serve to indicate the types of vocational education programs in which they are being served. The "Supplementary Questionnaire" and the "Telephone Questionnaire" requested only an estimate of the number of special education students that were being served in regular vocational education programs which also prevents estimating the precise number of students served. Only a very small percentage of the students counted on these questionnairs should overlap with students counted previously because only 41 of the 260 "Supplementary Questionnaires" returned were from districts that also returned the special education or vocational education director's questionnaires, and there is no overlap with the "Telephone Questionnaire."

Table 4 presents the number of special education students in special vocational education programs from the school districts who returned the "Director of Special Education Questionnaire" and provided data relative to this question. This data clearly indicates the handicapping conditions that are most often served by these special vocational education programs. Table 5 presents additional data relative to this question from the other three questionnaires. A number of the students reported for the "Director of Vocational Education Questionnaire" have been counted above in Table 4, but there should be little or no overlap for the other two questionnaires. According to Texas Education Agency statistics there are 94 school districts that are funded for Vocational Education for the Handicapped Programs. At the present level of analysis it is difficult to ascertain the number of individual districts that these totals represent, but it is estimated that a large percentage of the VEH districts have responded.

In summary, the exact number of special education students enrolled in regular and special vocational education classes has not been determined, but data has been collected that may enable a reasonable estimate to be made. The maximum number of special education students served in regular vocational education programs reported on the four questionnaires was 3,779. This estimate is computed by adding the number of students, reported on each type of

TABLE 4

SPECIAL EDUCATION STUDENTS AND PERCENTAGE IN VOCATIONAL EDUCATION FOR THE HANDICAPPED

"DIRECTOR OF SPECIAL EDUCATION QUESTIONNAIRE"

Special Education Handicapping Condition	Students	Percentage
Visually Handicapped	71	8%
Auditorially Handicapped	3	*
Minimally Brain Injured	102	11%
Orthopedically Handicapped or Other Health Impaired	1	*
Educable Mentally Retarded	563	62%
Trainable Mentally Retarded	31	3%
Emotionally Disturbed	15	2%
Language and/or Learning Disabled	122	13%
Multi-handicapped	0	*
TOTAL	908	99%+

+ Rounding error is present

* Less than 1%

TABLE 5

SPECIAL EDUCATION STUDENTS IN
VOCATIONAL EDUCATION FOR THE HANDICAPPED

Type of Questionnaire		Number of Special Education Students
"Director of Vocational Education Questionnaire"		325
"Supplementary Questionnaire"		796
"Telephone Questionnaire"		266
	TOTAL	1387

questionnaire and assuming that no student is counted more than once. It is a fact that some students have been counted more than once, that the estimate is based on the responses of approximately 70 to 85% of the school districts, and that there are other possible sources of error. The maximum number of special education students in special vocational education programs reported on the four questionnaires was 2,295. This estimate was computed in the same manner as the estimate for regular vocational education programs and is subject to the same sources of error. However, accurate records of the students in VEH programs are maintained by TEA for funding and supervision purposes, and this estimate may not be needed. If the estimates for the regular and special vocational education are combined, the estimate for the total number of special education students served in regular and special vocational education programs is 6,074. This is 7% of the approximately 85,000 secondary special education students in Texas. Another estimate of the percentage of special education students served in vocational education programs may be obtained by using the last page of the "Director of Special Education Questionnaire." Data for the 1975-76 academic year was requested here. Districts reported that there were 13,858 special education students, excluding the speech handicapped, between the ages of 14 and 21 enrolled in their districts and that 3,043 of these students were enrolled in vocational education programs. Therefore, 22% of the age-eligible special education students are enrolled in vocational education by this estimate. This estimate represents data from less than one-half of the districts in the state and may also be subject to other sources of error.

Objective 2: TO DETERMINE THE NUMBER OF SPECIAL EDUCATION STUDENTS WHO SUCCESSFULLY COMPLETED REGULAR AND SPECIAL VOCATIONAL EDUCATION CLASSES DURING THE SCHOOL YEAR 1974-75.

Specific data concerning the number of special education students who have completed vocational education programs was requested on all but the "Telephone Questionnaire." It appears that the information requested concerning the occupational area that these students are employed in was misinterpreted by the respondents in many school districts; therefore, only the number of special education students who have completed programs will be reported here. Tables 6 and 7 report the number of special education students who have completed programs in 100 districts as indicated on the "Director of Special Education Questionnaire" and 68 districts as indicated on the "Director of Vocational Education Questionnaire" respectively. In the present analysis it is difficult to determine the amount of overlap of the number of students who were counted on both Table 6 and Table 7. However, both tables do indicate that there are special education students completing vocational education programs. The "Supplementary Questionnaire" requested an estimate of the number of those students who had completed programs. Two hundred eighty-eight (288) students were reported here, and it was also estimated that 164 of these students were presently employed.

Objective 3: TO DETERMINE THE NUMBER OF SPECIAL EDUCATION STUDENTS REFERRED TO VOCATIONAL ADMISSION, REVIEW, AND DISMISSAL COMMITTEES AS DESCRIBED IN THE ADMINISTRATIVE GUIDE AND HANDBOOK FOR SPECIAL EDUCATION AND THEIR RECOMMENDATIONS.

The statistical data received relative to this objective was questionable for at least two reasons. The first reason was that only a small percentage of the school districts responded to this question and, secondly, a large number of comments were written concerning the admission process for special education students to regular vocational education programs. The nature of a number of the respondents' comments was that the vocational admission, review, and dismissal procedures in their districts were not as described in the Administrative Guide and Handbook for Special Education, Bulletin 711. Examples of some of the alternative procedures cited follow:

1. Special education students are placed in regular vocational education classes upon student request without review.
2. Special education students are placed for a trial period in regular vocational education classes before ARD committee meets.
3. Regular counselors assign students to regular vocational education classes as needed and appropriate.
4. The absences, tardiness, and general behavior of special education students considered "questionable" is reviewed before the ARD committee meets.

TABLE 6

SPECIAL EDUCATION STUDENTS WHO HAVE COMPLETED VOCATIONAL EDUCATION PROGRAMS

"DIRECTOR OF SPECIAL EDUCATION QUESTIONNAIRE"

Special Education Handicapping Condition	Students
Visually Handicapped	0
Auditorially Handicapped	6
Minimally Brain Injured	55
Orthopedically Handicapped or Other Health Impaired	12
Educable Mentally Retarded	548
Trainable Mentally Retarded	30
Emotionally Distrubed	27
Language and/or Learning Disabled	470
Multi-handicapped	7
TOTAL	1155

N = 100 districts

TABLE 7

SPECIAL EDUCATION STUDENTS WHO HAVE COMPLETED VOCATIONAL EDUCATION PROGRAMS

"DIRECTOR OF VOCATIONAL EDUCATION QUESTIONNAIRE"

Vocational Education Program	Students
Agricultural Education	193
Distributive Education	112
Health Occupations	9
Homemaking Education	254
Industrial Education	129
Vocational Office Education	35
Vocational Industrial Arts	31
TOTAL	763

N = 68 districts

5. Special education students are interviewed by vocational education teachers to determine placement in regular vocational education classes.
6. Decisions on placement in regular vocational education classes are made by the vocational education teachers.

The extensiveness of these and other alternative procedures was not determined. However, it was indicated that a majority of school districts did not have specific data concerning the number of students referred to the vocational ARD committee, the number recommended for enrollment, the number not recommended for enrollment, and the number finally enrolled in the program.

Objective 4: TO DETERMINE THE REASONS WHY SPECIAL EDUCATION STUDENTS HAVE NOT BEEN ENROLLED IN REGULAR VOCATIONAL EDUCATION PROGRAMS.

Each of the questionnaires asked the respondent to indicate the reasons that have prevented special education students from being enrolled in regular vocational education programs in their school district. The data reported identified six reasons that were indicated on about 94% of the responses. This data did not permit a definitive ordering, so the reasons listed below are not in any priority.

1. Regular education students fill the quota for regular vocational education classes.
2. The safety of special education students would be jeopardized in regular vocational education classes.
3. The safety of regular students would be jeopardized by enrolling special education students in regular vocational education classes.
4. Special education students are rarely referred to the vocational ARD committee for placement.
5. Special education students are not adequately prepared for the vocational education program.
6. Vocational education teachers are not adequately prepared to handle special education students.

Objective 5: TO ESTIMATE THE NUMBER OF SPECIAL EDUCATION STUDENTS WHO MAY BE ELIGIBLE BUT ARE NOT ENROLLED IN VOCATIONAL EDUCATION PROGRAMS BECAUSE CLASSES ARE NOT AVAILABLE.

Data regarding this objective was only asked for on the "Director of Special Education Questionnaire" and the "Director of Vocational Education Questionnaire." One hundred and twelve (112) respondents estimated that they thought there were 666 special education students who may be eligible for vocational education classes, but have not been referred to the vocational ARD committee because appropriate programs are not available. The majority of the other respondents indicated that they could not answer this question because of a lack of information.

Objective 6: TO ESTIMATE THE TYPE OF SERVICES AND/OR PROGRAMS THAT ARE NEEDED TO ENABLE MORE SPECIAL EDUCATION STUDENTS TO ENROLL IN REGULAR AND SPECIAL VOCATIONAL EDUCATION CLASSES.

On each questionnaire the respondent was asked to indicate the services and/or programs that would be needed in order to enable more special education students to enroll in vocational education programs. Five examples of possible services and/or programs that might be needed were offered on the two director questionnaires with a space for other suggestions of services and/or programs to be filled in. The "Supplementary Questionnaire" stated the five examples of possible services and/or programs and directed the respondent to circle the three that they thought would be most helpful. Table 8 presents the results relative to this objective from the four different questionnaires. The first five services and/or programs are the ones that were presented as examples on each questionnaire and were the possible choices on the "Supplementary Questionnaire". The last five services and/or programs were supplied by the respondents on the director questionnaires. The services and/or programs are presented below.

A. vocational evaluation - the systematic measurement of aptitudes, interests, and work attitudes.

B. curriculum modification - minor modifications of the curriculum and the demands that are made of enrolled students.

TABLE 8

SERVICES AND/OR PROGRAMS NEEDED TO ENABLE MORE SPECIAL EDUCATION STUDENTS TO ENROLL IN VOCATIONAL EDUCATION PROGRAMS

Service and/or Program	Questionnaire				Total
	DSEQ	DVEQ	SQ	TQ	
A	52	30	52	0	134
B	72	24	74	2	172
C	24	22	48	0	94
D	60	34	71	0	165
E	49	30	53	7	139
F	14	5	*	3	22
G	17	8	*	1	26
H	16	3	*	3	22
I	8	0	*	3	11
J	25	12	*	8	45

DSEQ - "Director of Special Education Questionnaire"
DVEQ - "Director of Vocational Education Questionnaire"
SQ - "Supplementary Questionnaire"
TQ - "Telephone Questionnaire"

* Not a part of "Supplementary Questionnaire"

C. learning support - assistance in the form of meetings outside of scheduled class times where assistance is provided to help students achieve the objectives established.

D. liaison services - assistance in the form of coordination between special education teachers, vocational education teachers, and other significant school personnel who could be helpful to the student.

E. teacher aides - assistance in the form of additional instructional personnel to help students achieve the objectives established.

F. vocational education programs for special education students that are similar to CVAE programs.

G. special vocational education programs for special education students.

H. in-service training for both special and vocational education personnel.

I. clarification of special and vocational education guidelines and more communication between TEA and local districts.

J. increase in funds and facilities for vocational education.

The data presented in Table 8 indicates that the two most requested programs and/or services are curriculum modification and liaison services.

Summary of Questionnaires Completed by School Districts

In summary, the data supplied on these questionnaires illuminate a number of very important facts. Special education students are being served by vocational education, but the number of special education students being served is definitely less than 25% of the secondary special education students and some data indicates that it is less than 10%. These percentages are particularly low when it is considered that only a very small percentage of special education students continue their education after high school. Data was also collected that indicated that there were special education students eligible for vocational education programs that were not being served because programs were not available. Statistics on special education students who have completed vocational education programs may also be interpreted to show that special education students do have the potential to succeed in vocational education programs. The obvious question is: Why are not more special education students being served in vocational education programs?

Data on the functioning of the vocational ARD committee is incomplete, and definitely needs further investigation. For example, there were a number of school districts who either telephoned the project office or indicated on the questionnaire that their ARD committee had recently had its first meeting since receiving the project's questionnaire. The comments made concerning the admissions process for special education students to vocational education programs indicated that in many cases the final decision is made by the vocational education teacher. There is no question that the vocational education teacher is the single person who knows most about the program and the skills needed for success as it presently exists, but the vocational education teacher may not be as objective concerning possible modifications that may need to be made in order to enable a special education student to participate successfully in it. As a result of the number of comments and the data received, it is apparent that the guidelines and the implementation of the guidelines for the vocational ARD committees as described in the Administrative Guide and Handbook for Special Education, Bulletin 711, need a thorough investigation.

Another more subtle question is concerned with who gets enrolled in vocational education programs when there are only a limited number of spaces available. Our investigation indicated that there are more students who want to enroll in vocational education programs than can be accommodated by the present number of teachers, facilities and other resources available. In a majority of these situations, it was indicated that the most able-bodied students were selected for the limited number of placements available. Civil rights and other court decisions have made it clear that such decisions are in contradiction to the law. The essence of the legal opinions on such questions is that all groups should be made to sacrifice equally and that no one group should bear the burden of the lack of resources. In other words, handicapped students should have an equal opportunity to participate in all programs.

Safety was reported as a reason for not enrolling more special education students in regular vocational education programs. Historically, the issue of safety has been an issue that has never been substantiated. This question is related to the issue of information and knowledge concerning special education students. Our society is laden with misinformation and stereotypes about handicapped people in general. Special education students with the proper supervision and guidance are no more dangerous than the "normal" student. Respondents also stated that special education students were not properly prepared for the vocational education curriculum and that the vocational education teachers were not properly prepared to educate special education students. This is a dilemma about which more information and knowledge is needed by all who are concerned.

Four types of services and/or programs were indicated as being needed to enable more special education students to enroll in regular and/or special vocational education programs. The highest number of responses was received by the suggestion for curriculum modification. These modifications could include minor changes in the curriculum itself and in the demands that would be made of special education students on an individual basis. Examples of such modifications are alternatives and options where all students are not required to complete the course with the same competencies. The second highest number of responses were for liaison services. Coordination between vocational education and special education has traditionally left something to be desired. This is a suggestion for a new job description for an already employed person or for a new person whose major responsibility would be to develop coordination and consultation at the independent school district level. Such coordination would involve special education teachers, vocational education teachers, guidance counselors, vocational adjustment coordinators, and other significant school personnel. The other two suggestions that were responded to consistently were the need for vocational evaluations which would include aptitude, interests, and work attitude data and the need for teacher aides.

Comments made on many of the questionnaires indicated that an important part of the secondary education program in most school districts in Texas is the Cooperative School Program which is jointly sponsored by the Texas Rehabilitation Commission, TEA, and the independent school districts involved. There are many feelings concerning how the VAC program and vocational education fit together. For example, some respondents indicated that the VAC program was the vocational education program for special education students and no other program was needed. Vocational education programs are the natural place for special education students to receive in-school training before, after, or during participation in the VAC program. This training will help to enable the future worker better understand the occupational area in which he is employed and may enable the future worker to be promoted along with his other "normal" co-workers and be far more productive.

Recommendations

1. That timely and systematic data collection procedures, designed to gather the type of data necessary in order to be able to meet the objectives of this study, be implemented immediately by TEA and the independent school districts.
2. That the guidelines and functioning of the vocational ARD committees in the independent school districts be thoroughly investigated.
3. That in situations where there are not enough vocational education resources, the special education students be given the opportunity to share the limited resources equally.
4. That present vocational education curriculums be modified in terms of the demands required of special education students and the level and type of competencies that are needed for course completion.
5. That resources be made available for the employment of persons whose major responsibility is to facilitate coordination between special education, vocational education, Texas Rehabilitation Commission and other significant school personnel.
6. That the precise number of special education students who are not being served because of a lack of vocational programs be ascertained and that each

student be individually interviewed and reviewed so that the most appropriate educational program may be determined.

7. That an intensive in-service education program on vocational education programming for special education students for vocational education personnel, special education personnel and administrators be initiated to inform them of the intent of the 1963 Vocational Education Act and its 1968 amendments, and to make them aware of the latest developments locally, statewide, and nationally. Such an in-service program would include the assurance that each vocational education teacher participate in a minimum of 15 hours of instruction on the education of special education students in regular vocational education programs.

PART II

ON-SITE INTERVIEWS

by Jana Lewis

Introduction

The original purpose of the on-site interviews was to validate and clarify the data reported on the questionnaires and to obtain the impressions and suggestions from individuals in local school districts for improvement of vocational education programming for special education students. Rather than validating the data from the questionnaires, however, the information gathered from the on-site interviews served more to enhance the questionnaire findings.

The major portion of the interviewing was conducted by the assistant project director, who was responsible for interviewing persons in a total of sixteen school districts in a period of eight weeks. These persons were interviewed in a period of ten weeks because of a personal emergency. Two days were spent in each district in order to interview approximately ten persons related to special and vocational education. In all districts attempts were made to interview the special education director, the vocational educational director, one or more special education teachers, one or more vocational teachers, a vocational adjustment coordinator, a counselor, and a principal.

Before traveling to each district, appointments were made by telephone with the directors of special and vocational education programs in the district. These two persons were then asked to make arrangements with the other persons in their district. The directors in each district were exceptionally willing to participate in this part of the project, and the interviewer was cordially received in every district.

Development of Interview Procedures and Instrument

The interview procedures and instrument reflect a continual process of development and revision. An interview schedule was first designed and pilot tested with twelve graduate students in the special education program at The University of Texas at Dallas. Each of these students then designed their own interview instruments for the project as a part of course requirements. The input from these students and the pilot testing were used in the initial development of the instrument used in the first six districts. This first schedule was fairly intricate and involved, consisting of five typewritten pages and its inadequacy began to be revealed during the visit to District #5. Here the interviewer realized that to understand vocational services available to special education students, one must first understand the special education and vocational education services available to all students. For example, if there are no special education services available at the secondary level in a district, the question of vocational education services for these students becomes meaningless, because there are no identified special education students at the secondary level. Likewise, if few vocational education programs are available in a district, then special education students have fewer possibilities to receive vocational training. Therefore, the purpose in obtaining information about available special and vocational services was not so much to collect an exhaustive list of such services, but rather to gain a better perspective of the special education student in his particular school environment.

The interview schedule was revised after interviewing in District #6 to include fourteen questions. Although this revised form was used during the remaining time, it was eventually shortened verbally by the interviewer to include five main questions. The final interview procedure and schedule consisted of the following five questions, preceded by the questions concerning available services:

1. Are special education students in regular vocational programs? How many?
2. Are there any special education students who are presently not being served by regular vocational programs who could be?
3. Why have special education students not been served?
4. What would need to be done in order for more special education students to be served in regular vocational programs? (Sometimes the word "regular" was omitted where it was thought that the more general question was appropriate.)

5. If T.E.A. could provide your school district with some kind of assistance in order for you to serve more special education students in regular vocational programs what kind of assistance would be most needed? (Sometimes the words "in regular vocational programs" were omitted and replaced by the word "vocationally" where it was thought that the more general question was appropriate.)

Question and Response Interpretations

The interview schedule was designed to code responses into predetermined categories, which required a certain amount of interpretation on the part of the interviewer.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

None   15% or less   16-30%   31-75%   Do Not Know

The response solicited was for an estimate of the percent of age-eligible special education students enrolled in regular vocational programs. For example, if the first vocational offerings in the district were made to students who were fourteen years of age, the information asked for here was an estimated percent of all special education students, ages fourteen to twenty-one, being served in regular vocational programs. These figures represent rough estimates by persons in the school districts and are not precise calculations. Do Not Know refers to those persons who did not know if special education students were enrolled in regular vocational programs.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

Yes   No   Do Not Know

Affirmative responses include the following:

a. Yes, but only a few.
b. Yes, but the severely handicapped will need special vocational programs.
c. Yes, but only the students in junior high (high school).

Negative responses include the following:

a. Yes, but not in regular programs

b. Those who can make it in the regular programs are presently being served, but there is a need for those needing special vocational programs.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Student Needs	School/Teacher Needs	Needs Met	Respondent Misinformation	State Restrictions

Student Needs are those needs as seen from the viewpoint of the respondent which are actions, characteristics, or choices of the student. Generally, if the student was referred to or described in response to this question, then the reason given was categorized as a student need. Examples include the following:

a. Students can't succeed in the regular program (academically, behaviorally).

b. Students can't learn all the skills taught in a vocational class.

c. Students are too shy and insecure.

d. Students' handicaps are too severe.

e. Students cause safety hazards and other problems in the classroom.

f. Students have poor attitudes.

g. Students do not choose to be in regular vocational programs.

h. Students are unemployable and can't handle job responsibilities.

i. Students hold back the normal students.

School/Teacher Needs are those needs as seen from the viewpoint of the respondent as an action, characteristic, or choice of the school or teacher. Generally, if the school or teacher was referred to or described in response to this question, then the reason given was categorized as a School/Teacher Need. Examples include the following:

a. Vocational teachers lack the understanding, time, and training to work with special education students.

b. The quota in vocational education is filled by selecting the best students first.

c. There is a reaction in vocational education against being used as a "dumping ground" for unmotivated students.

d. The district lacks space, facilities, and programs.

e. Entrance depends on an individual vocational teacher's willingness to accept special education students.

f. Students are not referred by special education teachers.

g. The district is doing all it presently can.

h. Students are not made aware of regular vocational programs.

i. The district lacks vocational evaluation.

Needs Met refers to responses in which the persons interviewed felt that special education students were currently receiving adequate vocational services. Examples include the following:

a. Special education students have VAC (VEH, CVAE).

b. Special education students are better served in VAC (VEH, CVAE).

c. Special education students are on an equal entry basis with regular students.

Respondent Misinformation refers to responses that are a result of a lack of information or a misinterpretation of guidelines and procedures. Examples include the following:

a. The vocational program would lose its allocations if identified special education students were placed there.

b. It is illegal for special education students to be in regular vocational programs.

State Restrictions refers to responses naming decisions or barriers at the state level that prevent special education students from being served. Examples include the following:

a. Vocational persons at the state level do not want special education students in regular programs.

b. Unnecessary CVAE restrictions prevent vocational service.
c. Age and size requirements of regular vocational classes prevent enrollment.
d. Contact hours act as a deterrent to serving special education students.
e. Special education students cannot be served in cosmetology because state regulations prevent specialized skills training.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

Special Vocational Programs	School Needs	Teacher Needs	Student Needs	State Revisions

Special Vocational Programs refers to responses in which the vocational program of special education students is viewed either as an addition to, or as a separation from the regular vocational program. This category was needed in order to classify responses when the more generally phrased question was asked and when persons responded in an alternative manner to the above question. Examples include the following:

a. Place special education students in special vocational classes.
b. Have VEH programs in this district.
c. Offer programs in which special education students can function.
d. Have special vocational programs for the more severely handicapped.

School Needs refers to needs within the school that must be met by some means before more special education students can be served. School Needs is distinguished from Special Vocational Programs by such words as "more," "space," and "variety." The need for more vocational programs, either regular or special, and the lack of space and money to build facilities is often mentioned when referring to School Needs. Examples include the following:

a. Have more programs, facilities, instructional units (regular, VEH).
b. Provide more of a variety of course offerings (regular, VEH).
c. Expand and enrich the present programs to serve special education students.

d. Provide machines equipped with safety precautions.
e. Identify vocational capabilities earlier.
f. Identify more special education students.
g. Allow time, effort and patience.
h. Provide more training stations in the community and the school.
i. Admit more special education students into the regular vocational program.
j. Have transportation to rehabilitation services in a nearby city.
k. Require administrators to have college courses in both special and vocational education.

Teacher Needs refers to the needs of teachers that must be met before more special education students can be served. Examples include the following:

a. Certain vocational teachers must have more understanding and acceptance of special education students.
b. Vocational teachers must have assistance in the form of teacher-aides or smaller classes.
c. Vocational teachers must have training in the area of special education.
d. Special and vocational educators must have better communication through in-service workshops.
e. Special education teachers need to make more referrals.

Student Needs refers to needs of students that are presently being met or that must be met before more special education students can be served. Examples include the following:

a. Students must have better preparation (math, exploratory courses).
b. Students needs are presently being met.
c. Students must have individual help, special materials and machines.
d. Students need to become vocationally motivated.
e. Students must be able to meet certain standards, such as speaking English, reading ability, and have knowledge of tool names.
f. Every special education student needs to receive vocational appraisal at the eighth grade level.

State Revisions refers to recommendations for changes to be made at the state level in order to serve more special education students in vocational programs. Examples include the following:

a. Modify vocational success criteria for the handicapped.
b. Orient vocational curriculum more toward the handicapped.
c. Require 15 to 20% of all students in regular vocational programs to be special education students.
d. Eliminate age and class size restrictions.
e. Combine CVAE and VEH in order to benefit a broader population of students.
f. Clarify and/or change CVAE restrictions to include special education students.
g. Have better communication between vocational and special education at the state level.
h. Provide more flexible guidelines in areas significant to smaller schools.
i. Establish an adequate financial system to guarantee vocational training to special education students in Texas.
j. Revise the contact hour policy.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

Special Vocational Programs	School Needs	Teacher Needs	Student Needs	State Revisions

The responses solicited for this question refer to specific kinds of TEA assistance and examples are included under question four.

INDEPENDENT SCHOOL DISTRICT #1

I. Description

Located in the northeastern part of Texas, this school district has an ADA between three and six thousand and serves students in four elementary schools, one middle school, and one high school.

II. Special Education Services

District #1 is the head school in a Plan A cooperative. Instructional and personnel arrangements at the high school level include one class for EMR and MBI students, one class for LLD and ED students and one vocational adjustment coordinator.

III. Vocational Education Services

Vocational programs available in the area vocational high school include the following:

- Agricultural Education
- Distributive Education
- Homemaking Education
- Vocational Office Education
- Cosmetology
- Industrial Cooperative Training
- Drafting
- Building Trades
- VEH General Construction Trades

IV. Interviews

The persons interviewed in this district were a career counselor, the vocational director, the special education director, a VEH teacher, a VAC, an assistant superintendent, two special education teachers, and two vocational teachers.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Five persons, including both directors, said that special education students were in regular vocational programs. A special education teacher and a vocational teacher said that they were not. The career counselor, the special education director, the vocational director, and the VAC made estimates ranging from 5-15% of all age-eligible special education students enrolled in regular vocational programs. A special education teacher estimated between 30-60%.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

Four persons, the special education director, a special education teacher, and two vocational education teachers thought that there were more special education students who could be served in the regular vocational program. One vocational teacher did not know.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Seven persons named Student Needs. A vocational teacher said that special education students could not learn all the necessary skills presented in vocational programs. The vocational director and a special education teacher said that special education students could not succeed in the regular program. One special education teacher thought that special education students lacked the necessary preparation and discipline. The special education director named safety reasons. One vocational teacher said that the student could not perform in areas such as math. Another vocational teacher named reading problems as the cause. School/Teacher Needs were named by three persons. Two of these persons, the assistant superintendent and a career counselor, said that vocational teachers have backgrounds in industry rather than in education and, therefore, lack the patience and understanding necessary for teaching exceptional students. The VAC felt that vocational teachers were hesitant because they lacked the time to work with these students and because their classes were already full. State Restrictions were named by one vocational teacher who said that special education students could not be served in cosmetology because state regulations prevented specialized skills training.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

One special education teacher thought that Special Vocational Programs were needed. A School Need was named by one special education teacher who thought that the regular programs would have to be modified before special education students could be served. Five persons named Teacher Needs. The special education director said that there needed to be a change in the attitude of vocational teachers who preferred ability students. The career counselor felt that more special education students could be admitted if teacher-aides were made available to vocational teachers. The vocational director said that a ratio of one to three persons was needed in order to teach the handicapped. A vocational teacher and the VAC thought that smaller classes and/or qualified instructor help was most needed. Student Needs were named by one vocational teacher who said that special education students needed better math preparation. The response of one person was categorized as a State Revision. The assistant superintendent suggested that the vocational criteria for success should be modified for the handicapped.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

The responses of four persons were categorized as School Needs. A special education teacher and the assistant superintendent said that the existent programs should be expanded and enriched to provide better training for special education students. The vocational director named more building equipment and space for new programs. The VEH teacher said that another handicapped program was needed in order to provide more of a variety of offerings to special education students. Teacher Needs was the category named by four persons. A special education teacher wanted workshops provided for both special and vocational people in order for both groups to be made more aware of one another. The career counselor, the special education director, and a vocational teacher named a need for teacher-aides.

V. Summary

Most of the persons interviewed said that less than 15% of all age-eligible special education students were in regular vocational programs. Student Needs categorized most of the reasons given for special education students not enrolled in regular vocational programs. These reasons include the student's lack of reading and math skills, his or her lack of preparation and discipline, and generally the student's inability to succeed. The need for additional instructional personnel, usually in the form of teacher-aides, was mentioned six times in response to serving more special education students and to needed assistance from TEA.

INDEPENDENT SCHOOL DISTRICT #2

I. Description

Located in the northeastern part of Texas, District #2 has an ADA between ten and thirty-five thousand and is served by fourteen elementary schools, five junior high schools, and two high schools.

II. Special Education Services

This Plan A school district serves students with all the handicapping conditions outlined in the Administrative Guide and Handbook for Special Education. The instructional and personnel arrangements available at each of the three school levels are not reported for this district.

III. Vocational Education Services

Vocational programs in this district include the following:

- Homemaking
- Home Management
- Home and Family Living
- Auto Mechanics
- Auto Paint and Body
- Cosmetology
- Vocational Drafting
- Vocational Office Education Lab
- Vocational HM Child Care Lab
- CVAE Lab
- Distributive Education
- Industrial Cooperative Training
- Vocational Health Occupational Education
- Vocational Agriculture
- Home Economics Cooperative Education
- CVAE Cooperative
- Vocational Office Education Cooperative

IV. Interviews

The persons interviewed in this district were the special education director, a special education consultant, the vocational director, a vocational adjustment coordinator, one special education teacher, two vocational teachers, a vocational counselor, and a principal. The special education director and consultant were interviewed together and unless otherwise indicated, represent one response. The responses of two vocational teachers were recorded in the same manner.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Responses from the special education director and consultant, a special education teacher, a principal, and a vocational counselor indicated that special education students were in regular vocational programs. The vocational director said that he knew of no special education students in the regular programs. The special education director and consultant did not estimate the percentage, but both felt that the number of students was very few. The vocational counselor estimated that 75% of the resource students were enrolled in regular vocational programs and that there were no VAC students enrolled.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

Responses from a special education teacher, the special education director and consultant, and from two vocational teachers indicated that more special education students could be served. The special education teacher felt that resource students were at a major disadvantage because they could not qualify for CVAE, VAC, or the regular programs. Two persons, the VAC and the vocational counselor, did not think any more special education students could be served in regular programs.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Three persons named School/Teacher Needs. The principal said that entrance was based on competitive selection and that teachers saw students as a reflection of themselves. The vocational director said that the programs were very selective and that teachers in cooperative programs made the final decisions. A special education teacher said that the quota in vocational programs was usually met by selecting the better students and that the vocational counselors did not visit the resource rooms to explain the various vocational programs. Responses from three persons were classified as Needs Met. The special education director and consultant said that special education students had not been served in regular vocational programs because they had VAC and CVAE available. The VAC felt that the needs of special education students were best met in VAC programs, rather than in vocational programs. A vocational counselor stated that VAC students had no business being in regular programs.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

The special education director and consultant thought that special education students needed separate Special Vocational Programs. Two responses were classified as School Needs. Both vocational teachers felt that the greatest need was for more machinery with safety devices. A principal felt that the problem was within people in the school and a solution would require time, effort, and patience. A Teacher Need was named by the vocational director, who felt that vocational teachers needed to know from the beginning what to expect and what would be expected of them in the vocational training of these students. A special education teacher, whose response was classified as a State Revision, said that curriculum in vocational programs should be revised in order to be more oriented toward the handicapped.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

The special education director and consultant thought that assistance was most needed in setting up Special Vocational Programs. School

Needs categorized the response of a special education teacher who said that the problem of filled quotas required more vocational teachers. The principal named the need for a State Revision establishing more flexible ADA requirements, which would encourage the vocational mainstreaming of special education students.

V. Summary

There seems to be different opinions about special education students being enrolled in regular vocational programs in this district. The vocational director said that special education students were not in regular programs. However, the vocational counselor estimated that 75% of the resource students were in regular vocational programs, and a special education teacher said that resource students do not qualify for any of the three kinds of vocational programs available. It does seem clear that special education students who are enrolled in VAC classes are not also enrolled in regular vocational programs. The two main types of reasons given for special education students not being in regular vocational programs are that vocational programs are selective and already filled, and that special education students have VAC classes. There is no consensus of opinion regarding how more special education students could be served or regarding needed assistance from TEA.

INDEPENDENT SCHOOL DISTRICT #3

I. Description

This district, located in East Texas, has an ADA between three and six thousand. It consists of five elementary schools, one intermediate school (grade 7), one junior high, and one high school.

II. Special Education Services

This Plan A school district serves EMR, TMR, and LLD students, as well as those with hearing and speech impairments. Special education instructional arrangements and personnel at the four school levels in this district are not reported, with the exception of one vocational adjustment coordinator serving in the high school.

III. Vocational Education Services

Vocational programs include the following:

Agricultural Education
Distributive Education
Homemaking Education
Industrial Cooperative Training
Vocational Office Education
Industrial Arts
Cosmetology (contracted)
Auto Mechanics (contracted)
Commercial Art (contracted)
Machine Shop (contracted)

IV. Interviews

The persons interviewed in this district were the assistant superintendent for instruction, a special education teacher, the vocational adjustment coordinator, a vocational teacher, a principal, the vocational director, the special education director, and a VEH teacher.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Five persons, including both directors, said that special education students were in regular vocational programs. All five persons said that homemaking and agriculture were the programs in which special education students were most often placed. Two persons, a special education teacher and the VAC, did not think that special education students were in regular vocational programs. The vocational director estimated between 11-30% of the age-eligible special education students to be in regular vocational programs. The special education director estimated 20% and a principal said that the figure was between 0-11%.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

Three persons, a special education teacher, the assistant superintendent, and the vocational director, believed that there were more special education students who could be served. The VAC did not think there were. One vocational teacher did not know.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Three persons named Student Needs. A vocational teacher said that special education students seemed too shy and insecure. A principal said that these students usually did not have the necessary skills in academic and behavioral areas. The special education director said that most special education students were not capable of succeeding in regular vocational programs. School/Teacher Needs were given by three persons. A special education teacher said that vocational teachers, though trained vocationally, were not prepared emotionally for dealing with special education students. The assistant superintendent named the lack of space and facilities. The vocational director said that vocational teachers were hesitant because they did not feel adequately prepared to teach special education students. Needs Met classified the response of the VAC, who said that regular programs were for regular students and that the VAC program was for special education students.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

A special education teacher and the vocational director felt that Special Vocational Programs were needed in the district. One vocational teacher, whose response was classified as School Needs, said that detection of these students needed to be made earlier in order for them to begin making a career choice. Three persons named Teacher Needs. The assistant superintendent thought that better staff training was needed. The principal named the need for professionally trained aides to assist vocational teachers. The special education director said that vocational teachers needed to be taught how to work with special education students and be given teacher-aides.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

The special education director, whose response was classified as a School Need, named the need for more building space. Three persons wanted assistance to meet Teacher Needs. The assistant superintendent thought that staff development was most needed. The principal felt that money could best be used for professionally trained teacher-aides. The vocational director named the need for more personnel in order to lower the present teacher/pupil ratio.

V. Summary

Estimates of special education students in regular vocational programs ranged from 0-30%. Homemaking and agriculture were the programs in which special education students were most often placed. Most of those interviewed thought that more special education students could be served in regular vocational programs. Student and School/Teacher Needs classified the reasons most often given for special education students not being enrolled in regular vocational programs. These reasons included the student's lack of academic ability, the lack of student success, and the inadequate preparation of vocational teachers for working with special education students. Teacher Needs was the category most often named in response to questions four and five regarding solutions for serving more special education students in regular vocational programs. The persons responding felt that vocational teachers should be given adequate preparation for teaching special education students and that they should be supplied with teacher-aides.

INDEPENDENT SCHOOL DISTRICT #4

I. Description

This East Texas school district, with an ADA between one and three thousand, consists of two elementary schools, one intermediate school (grades 4-6), one junior high, and one high school.

II. Special Education Services

District #4 is the head school in a Plan A cooperative. Instructional arrangements at the elementary and intermediate level include four resource rooms and one self-contained classroom. Presently eight TMR students ranging from age ten to age seventeen are served in this self-contained classroom. These students, who do not graduate into junior high or high school, can remain on this campus until they reach age twenty-one and not receive any vocational services. Resource rooms are provided at the junior high and high school level, with one VAC serving in the high school. Language and learning disabilities and mild retardation are the two most often identified handicaps in this district. One person said that there was no psychologist available to identify students who are emotionally disturbed.

III. Vocational Education Services

Some of the programs provided in this school district include the following:

- Agriculture
- Distributive Education
- Building Trades
- Vocational Office Education
- Homemaking Education
- Auto Mechanics
- Metal Trades

In addition, career education is available to students beginning at the junior high level.

IV. Interviews

Persons interviewed in District #4 were the superintendent representative, the vocational director, the VAC, the special education director, three special education teachers, three vocational teachers, and a vocational counselor.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Seven persons, including both directors, said that special education students were served in regular vocational programs. One special education teacher thought that special education students went into the VAC program after graduating from junior high, but that they were not enrolled in regular vocational programs at the high school. One vocational teacher did not know. Estimates of all age-eligible special education students enrolled in regular vocational programs ranged from 70%, a figure given by the superintendent representative, to 6%, the response of the special education director. The VAC estimated the number to be around 20%. Two persons, the vocational director and a vocational counselor gave estimates between 50 and 60%.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

Five persons, the superintendent representative, the special education director, the vocational director, a vocational teacher, and a vocational counselor, thought that there were more special education students who could be in regular vocational programs. Two persons, the VAC and a special education teacher believed that all the special education students who could be in regular vocational programs were now being served.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Four responses were classified as Student Needs. The vocational director said that special education students could not be admitted into regular programs if their handicaps were too severe to allow them to benefit from the program. One vocational teacher said that special education students who created safety hazards and who were disruptive could not be in regular programs. The vocational counselor said that special education students were kept out if they caused problems or caused someone else to get hurt. Another vocational teacher named safety reasons. Two persons named School/Teacher Needs. The superintendent representative thought that negative teacher attitudes prevented special education students from being served. The special education director said that regular students were served first. Needs Met categorized responses from the VAC and a special education teacher, who both said that it was not hard for special education students to get into regular vocational programs in the district. One person, a vocational teacher, felt that the State Restriction of contact hours acted as a deterrent to serving more special education students.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

Three persons, the superintendent representative, the VAC, and the vocational director, said that Special Vocational Programs were needed in this district. Three persons, a vocational teacher, the vocational counselor, and a special education teacher, named a School Need for more programs and facilities. Responses from two persons were classified as Teacher Needs. The special education director thought that vocational teachers needed more education in dealing with the handicapped. A vocational teacher felt that better communication between vocational and special education was needed.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

The special education director named assistance in setting up Special Vocational Programs. Five persons, the superintendent representative, a vocational teacher, the vocational director, a special education teacher, and a vocational counselor, responded to the School Need for more building funds. The VAC, whose response was categorized as Teacher Needs, suggested that vocational teachers be given more exposure in the area of special education during their training. One vocational teacher wanted a State Revision made concerning the contact hours policy.

V. Summary

Most persons said that special education students were in regular vocational programs. More of these persons estimated the number to be 50% and over; however, there is a discrepancy between the responses of the special education director, who gave a 6% estimate, and the vocational director, who made an estimate between 50 and 60%. There are also eight TMR students who do not receive any type of vocational service. Most of the persons interviewed believed that more special education students could be served in regular vocational programs, but not if the students handicap was too severe or if the student created a safety risk. Most persons felt that more special education students could be served if there were more facilities, regular vocational programs, and special vocational programs. The type of assistance most requested from TEA was for building funds.

INDEPENDENT SCHOOL DISTRICT #5

I. Description

This district is located in the southern part of Texas and has an ADA between one and three thousand. It is made up of one elementary school, one junior high, and one high school.

II. Special Education Services

District #5, a member of a Plan A cooperative, has resource and self-contained classrooms serving LLD and EMR students at the elementary and junior high levels. There is one instructional unit for the deaf-blind on an elementary school campus. Services for TMR students are contracted from another school district. Before the VAC program last year, there were no special education services provided at the high school. Now there is one part-time (two periods a day) resource teacher serving six students and one vocational adjustment coordinator serving ten students.

III. Vocational Education Services

This district has the following vocational programs:

- Building Trades
- Agriculture
- Auto Mechanics
- Distributive Education
- Homemaking Education
- Home Economics Cooperative Education
- CVAE General Construction Trades (junior high)
- CVAE Homemaking Education (junior high)
- CVAE Office Duplication (high school)

IV. Interviews

The persons interviewed were the special education director, a CVAE teacher, the vocational director, two vocational teachers, a counselor, a high school principal, a VAC, and a special education teacher.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Three persons, the vocational director, a principal, and a VAC said that special education students were in regular vocational programs. Three persons were classified as saying that special education students were not served by regular vocational programs. Two of these persons, the special education director and a special education teacher, actually responded affirmatively, but both were referring to special education students enrolled in CVAE programs. The counselor felt that there were no special education students in regular programs because there were so few identified special education students at the high school level. One vocational teacher did not know. Four persons, the special education director, the vocational director, the VAC, and the principal, estimated that less than 10% of the age-eligible special education students were enrolled in regular vocational programs.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

Three persons, the special education director, the VAC, and a special education teacher, thought that there were more special education students who could be served in regular vocational programs. The vocational director thought that the maximum number of special education students were presently being served. One vocational teacher did not know.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Six persons responded on the basis of School/Teacher Needs. The VAC said that vocational teachers did not want "problem kids." A vocational teacher thought that it was a natural tendency of most teachers to want high achievers. The special education director said that regular vocational programs were selective, allowing the best students to be admitted first. The special education teacher said that special education students had not been served because of the lack of programs, especially for girls.

The principal also named the lack of programs, and the vocational director felt that the district was already trying everything it could. Needs Met was indicated by the counselor, who said that special education students were on an equal basis with regular students in entering regular vocational programs.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

The CVAE teacher felt that Special Vocational Programs were needed to serve more special education students. Four persons named School Needs. A vocational teacher said that more facilities were needed. The special education teacher thought that more special education students would need to be identified before they could be served. The counselor thought that identification of students' vocational capabilities at the middle school level was needed. The VAC thought that the needs were for special programs, more instructors and more facilities. A vocational teacher's response, categorized as Teacher Needs, was for teacher assistance. One person, the special education director, responded in favor of a State Revision requiring 15-20% of all students in regular vocational programs to be identified special education students.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

The responses of three persons were classified as School Needs. The counselor named funds for personnel, equipment, and building space. The special education director wanted TEA to allocate funds for facilities and more teaching units. The VAC also named a facility need.

V. Summary

It is unclear whether special education students are actually in regular vocational programs. Some persons said that they were, others referred to CVAE as regular. Probably the small number of available special education services in the high school make it difficult to serve an unidentified population of students. Most of the persons interviewed thought that there were more special education students who could be served, and the need most often named was for more facilities and programs.

INDEPENDENT SCHOOL DISTRICT #6

I. Description

This south central school district, with an ADA between zero and five hundred, consists of one elementary school, one junior high school, and one high school.

II. Special Education Services

This small district, a member of a Plan A cooperative, has two resource teachers. One teacher is responsible for approximately seventeen students in grades one through four; the other, for approximately twenty-two students in grades five through twelve. LLD and EMR students are served on the home campus, and two TMR students are sent for educational services to the head school of the cooperative a few miles away. The district is served by one VAC who comes one day a week. Speech therapy is also available in the district.

III. Vocational Education Services

The only vocational programs available in this district are agriculture and homemaking. According to the superintendent, these are all of the programs for which the district is eligible. Because there are no work programs available to regular students, the superintendent felt that there was resentment in the district toward the VAC program.

IV. Interviews

Persons interviewed were the superintendent, the special education director (of the cooperative), the VAC, and two special education teachers. The two teachers were interviewed at the same time and, unless otherwise noted, are considered as one response. The VAC and the special education director were located at the head school of the cooperative a few miles away. Needs of the head school appeared to be quite different from those in District #6. It was not clear in the first two interview questions whether persons from the head school were responding for their school or for District #6.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

The superintendent and the special education teachers said that there were some boys in agriculture. (There are no girls in special education at the high school level.) The VAC and special education director said that special education students were not in regular vocational programs. The superintendent did not know the number of special education students in regular vocational programs.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

The VAC and the special education director felt that more special education students could be served. The superintendent and special education teachers felt that all the special education students who could be in regular vocational programs were being served.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Three persons named School/Teacher Needs. The VAC, the special education teachers, and the special education director thought that special education students had not been served because of the lack of vocational programs in School District #6. Needs Met classified the response of the superintendent, who said that special education students were as eligible as regular students to enroll in the vocational programs that were available.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

Two persons, the special education teacher and the special education director, named School Needs in the form of additional vocational programs. The superintendent, whose response was categorized as Student Needs, felt that the needs of special education students were being met in an equal manner, if not better, to those of regular students.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

All four persons responded to School Needs, saying that this small school district needed additional vocational allocations.

V. Summary

It seems that special education students in District #6 can be admitted to regular programs, but there are very few vocational programs available. In this school district with an ADA of less than five hundred, the greatest need is for additional allocations for vocational programs. The interviewing in this district raises several questions concerning small school districts, such as the kinds of assistance available to these schools and their relationships within cooperatives.

INDEPENDENT SCHOOL DISTRICT #7

I. Description

This school district is located in the northern part of Texas and has an ADA between one and three thousand. It consists of two elementary schools, one junior high, and one high school.

II. Special Education Services

Special education services are available to ED, MBI, EMR, and LLD students in thirteen resource rooms at the elementary level, four resource rooms at the junior high school, and one vocational adjustment class in the high school. TMR students are contracted to available services in a larger school district several miles away.

III. Vocational Education Services

This school district has the following vocational programs:

Distributive Education
Homemaking Education
Home Economics Cooperative Education
Industrial Cooperative Training
Vocational Office Education
Pre-employment Office Education
Agriculture (3 different programs)
Auto Mechanics
Building Trades
VEH Building Maintenance
VEH Home and Community Services

IV. Interviews

Persons interviewed were the vocational director, the special education director, special education counselor, two special education teachers (junior high), two vocational teachers, two VEH teachers, and the VAC.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Five persons said that special education students were in regular vocational programs. One of these persons, the special education director, said that special education students in regular high school vocational programs were often VAC students taking agriculture or homemaking as electives. One junior high special education teacher estimated that about 12% of her students were in industrial arts. The special education director estimated the number of age-eligible special education students in regular vocational programs to be about 25% at the junior high school and about 4% in high school. This person said that the higher percentage at the junior high level was the result of there being LLD resource students in the junior high school. One junior high special education teacher estimated that about 25% of her students were in agriculture and homemaking. The VAC made an estimate of 25%.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

Four persons, the special education director, the special education counselor, the VAC, and VEH teacher, said that more special education students could be served. One of these persons, the VEH teacher, thought that the number would be small. One VEH teacher and a special education teacher did not think that more special education students could be served. A special education teacher and a vocational teacher did not know.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Three persons named Student Needs. The vocational director said that safety was the main consideration. One VEH teacher felt that special education students were not in regular programs because they were afraid, had poor attitudes, and had low mental abilities. A vocational teacher thought that special education students could not pass the academics required in vocational programs. School/Teacher Needs categorized responses of three persons. The special education director felt that there was an attitude problem on the part of vocational people. A vocational teacher said that some vocational teachers might feel special education students would degrade their program. The VAC said that vocational programs were selective and full. One person's response was classified as Needs Met. A special education teacher felt that special education students did not need regular vocational programs because they had special vocational programs. The special education counselor, whose response was categorized as State Restrictions, said that vocational people at the state level did not want special education students in regular vocational programs. This person also named other restrictions such as the number admitted into a vocational class and age requirements.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

Four persons, a special education teacher, the vocational director, a vocational teacher, and a VEH teacher, felt that more special education students could be served in Special Vocational Programs. The vocational director stressed the importance of cooperation between special and vocational education and of the need for teachers who understood special education students. Teacher Needs were named by five persons. One special education teacher thought that a smaller teacher/pupil ratio was needed. One vocational teacher said that more special education students could be served if they were allowed to enroll. The special education director thought that special educators needed to be encouraged to teach skills reinforcing the student's vocational training and that vocational educators needed to be encouraged to work with special education students. A VEH teacher said that more understanding and acceptance was needed in certain vocational programs in the school. The VAC said that more regular teachers would have to accept special education students and gear their classes to meet the needs of these students. One person, the special education counselor, thought that State Revisions were needed to eliminate age and number restrictions.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

One special education teacher felt that assistance in getting Special Vocational Programs at the high school was needed. Three persons named School Needs. The special education director wanted more regular and special programs with realistic training stations simulating job situations. The special education counselor said that more instructional units for vocational programs was most needed. A VEH teacher requested more commercial equipment. Teacher Needs was a category named by four persons. The vocational director thought that teacher aides with special education backgrounds were needed. A special education teacher wanted TEA to provide visiting teams to work with vocational teachers. The VAC wanted in-service programs provided which would inform all teachers about special education students. One VEH teacher suggested more reference materials, visual aides, and books for teachers and students. A State Revision was named by a vocational teacher who wanted to be able to count special education students on his class role.

V. Summary

School District #7 seems to serve approximately 20 to 25% of the special education students at the junior high level and probably less than 10% in the high school. Special education students who graduate to high school either return to the regular mainstream or become VAC students. A VAC student enrolls into regular vocational classes more for the purpose of taking an elective course than for vocational training. There are probably more special education students who could be served in regular vocational programs. The reasons given for special education students not being served are related to student, school, and teacher needs. It is felt that more special education students could be served if there were more special vocational programs and if more needs of teachers could be met. These include providing teachers with more classroom aides and more informative in-service programs.

INDEPENDENT SCHOOL DISTRICT #8

I. Description

Located in northern Texas, this district has an ADA between one and three thousand and consists of four elementary schools, one junior high school, and one high school.

II. Special Education Services

This is the first year for school District #8 to be under Plan A. Before now all handicapped students were served in one elementary school, and trainable students have remained on that campus. Resource rooms are available on every elementary campus. The junior high contains one self-contained class for EMR students and one LLD resource room. Plans are underway to convert the EMR self-contained class into an integrated setting in which the students attend regular classes such as physical education and music. The VAC program, which is new this year, is available at the high school.

III. Vocational Education Services

Vocational Programs are as follows:

- Distributive Education
- Homemaking Education
- Home Economic Cooperative Education
- Vocational Office Education
- Auto Mechanics
- CVAE Building Trades (junior high)
- CVAE Small Engine Repair (high school)
- CVAE Home and Community Services (junior high and high school)

IV. Interviews

The persons interviewed in this district were the special education director, the VAC, a rehabilitation counselor, a CVAE teacher, a vocational teacher, the vocational director, a special education teacher and her aide, an assistant principal, and a counselor. The VAC and the rehabilitation counselor were interviewed together, and unless indicated otherwise, were considered as one response.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

The assistant principal thought that there were special education students in regular vocational programs. Four persons, the special education director, a vocational teacher, a special education teacher, and a counselor, said that they were not. The vocational director did not know.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

The VAC, the rehabilitation counselor, a special education teacher and her aide believed that there were special education students who could be served by regular vocational programs. Three persons, the special education director, the assistant principal, and the counselor did not think that more special education students could be served. The vocational director and a vocational teacher did not know. The vocational director added that special education students in regular vocational programs would reduce the effectiveness of the program and that a special kind of person was needed to teach special education students.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Two responses were categorized as Student Needs. The counselor said that special education students were not in vocational programs because they could not handle job responsibilities. The vocational director named safety reasons. Two persons named School/Teacher Needs. The special education director felt that special education students were not in regular programs because this was the first year for Plan A in their school district. A special education teacher said that special education students were restricted from both the CVAE and the regular vocational program and, therefore, received no vocational services. Needs Met classified the response of a vocational teacher who said that special education students were not in regular programs because he thought they were in CVAE.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

The special education teacher thought that Special Vocational Programs should be offered to these students at the junior high school. Four persons responded to School Needs. The special education director said that the district needed time to allow Plan A to take effect. The VAC and the rehabilitation counselor thought that there should be more training stations in the community. A vocational teacher said that more special education students could be served if they were admitted to regular programs. The assistant principal thought that more special education services were needed in the district. The counselor named Teacher Needs, saying that vocational teachers needed more education in the area of special education.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

Three persons responded to School Needs. The special education teacher thought that the greatest need was for more facilities and equipment. The connselor suggested TEA provide materials for teaching special education students. The vocational director said that administrators should have college hours in both vocational and special education. Teacher Needs were named by two persons. The special education director said that vocational teachers needed more education in order to understand the needs of special education students. The assistant principal thought that a lower teacher/pupil ratio should be maintained.

V. Summary

Most persons in this district thought that special education students were not in regular vocational programs. There seemed to be differing opinions as to whether more special education students could be served. Special education students have not been placed in regular programs for a variety of reasons. Some of these reasons include the safety risk involved and the lack of programs available to them. More persons responded to School Needs in reference to how more special education students could be served and needed assistance from TEA. This new Plan A district is attempting to provide more and better services to special education students than previously provided.

INDEPENDENT SCHOOL DISTRICT #9

I. Description

Located in the southern part of the state, Independent School District #9 has an ADA between three and six thousand and consists of two elementary schools, one junior high school, and one high school.

II. Special Education Services

Independent School District #9 is a Plan B district. At the elementary level are classes for LLD students, EMR students, and one self-contained class for the orthopedically handicapped. EMR students are integrated into regular classes such as physical education and music. There are classes at the junior high and high school for LLD, EMR, and MBI students. One VAC serves in the high school.

III. Vocational Education Services

Distributive Education
Industrial Cooperative Training
Home Economics Cooperative Education
Agriculture
Agricultural Resources Development
General Agriculture Mechanics
Auto Technology
Vocational Office Education
Radio and TV
Cosmetology
Air Conditioning and Refrigeration
Printing
Drafting
CVAE
VEH Home and Community Service

IV. Interviews

The special education director and a vocational adjustment coordinator were unavailable for interviewing in this district. The persons interviewed were the vocational director, a school counselor, a special education teacher, a vocational teacher, and a diagnostician.

1, ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Three persons, the vocational director, a vocational teacher, and a special education teacher, thought that special education students were in regular vocational programs. The vocational director thought that special education students were only in homemaking and the special education teacher referred to industrial arts. The diagnostician said that special education students were not in regular programs. The vocational director estimated there to be less than 10% of the age-eligible special education students in regular vocational programs, and "a few" was the comment made by a vocational teacher.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

Two persons, the vocational director and a vocational teacher, thought that there were more special education students who could be in regular vocational programs, but the director did not think that the number was large. Neither the counselor nor the diagnostician had any information on this question.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Two persons named Student Needs. Both the special education teacher and the diagnostician felt that special education students could not be successful in the regular vocational program. The vocational director named a School/Teacher Need, saying that vocational people were hesitant for many reasons, but that it was not realistic to force a special education student onto a teacher who could not deal with the student. Two responses were classified as Needs Met. A vocational teacher said that special education students had vocational adjustment classes and were better served in special programs. A counselor stated that special education students were put in vocational adjustment classes and were really not considered for regular ones.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN VOCATIONAL PROGRAMS?

Three persons named Teacher Needs. The vocational director felt that if vocational teachers were to assume this responsibility, they must be provided with such help as team teaching situations or teacher aides. The counselor thought that more vocational teacher training and aides were needed. The diagnostician said that cooperation between vocational and special education was the most important issue. A vocational teacher, whose response was classified as Student Needs, thought that students would need to be provided with more individualized help in the classroom.

5. IF THE TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

The vocational director's request, categorized as Teacher Needs, was for teacher aides.

V. Summary

Probably less than 10% of the age-eligible special education students in this district are in regular vocational programs. Special education students have not been in regular programs because most persons believed that they could not succeed in them and because they are already being served in vocational adjustment classes. Teacher Needs was the response most often named in reference to the ways more special education students could be served. These responses include providing help for vocational teachers in assuming the responsibility for training handicapped students and for better cooperation between special and vocational educators.

INDEPENDENT SCHOOL DISTRICT #10

I. Description

This district, located in central Texas, has an ADA between two and five thousand and consists of one high school, one junior high school, one intermediate school (grades 4-6), one primary school (grades 1-3), and a kindergarten.

II. Special Education Services

This district operates a Plan A program and has both resource and self-contained arrangements. There is one resource unit for the preschool age children, and one for the kindergarten classes. The primary school has four resource units and two self-contained units for students with more severe problems of all ages. There are also four resource units at the intermediate school, and two each at the junior and senior high schools. Mainstreaming at all levels is encouraged throughout the district and appears to be functioning satisfactorily. A speech therapist, who works primarily with the younger children, is also employed.

III. Vocational Education Services

The following vocational education services are available in the district:

Agriculture
Homemaking
Vocational Office Education
Distributive Education
Building Trades
Agriculture Co-op
Occupational Orientation
Industrial Cooperative Training

CVAE Home and Community Service
CVAE Commercial Food Service
CVAE Commercial Clothing Service
CVAE General Mechanical Repair
CVAE General Mechanical Trades

VEH General Construction Trades
VEH Home and Community Living

IV. Interviews

The persons interviewed in this district were the special education director, the vocational education director, the vocational adjustment coordinator, a special education teacher, a guidance counselor, a VEH teacher, and an assistant principal.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Five persons, including both directors, said that special education students were being served in regular vocational programs in this district. The special education teacher thought that all of the special education students had to be in the VAC program so that they would be able to graduate. The vocational persons interviewed appeared to accept the fact that some special education students may be able to benefit from the regular vocational education program.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

Four of the seven persons interviewed indicated that all of the special education students' needs were being met by the VEH and VAC programs, although some of these needs could also be satisfied by regular vocational education programs. The VEH teacher stated that there was at least two of his students that deserved a trial period in the regular program. Two persons were not certain about the answer to this question.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Five responses were categorized as School/Teacher Needs. Three of the persons in this category felt that "regular" students should have first access to the regular programs because they were not permitted in the VEH or CVAE programs. A second comment from the guidance counselor was that there were scheduling problems. The special education students would only be available to take regular vocational classes at specific times. Two responses were categorized as Student Needs. These persons were of the opinion that the special education students did not possess the academic skills needed for the regular vocational education program.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

Five of the persons interviewed were of the opinion that more facilities would enable more special education students to be served in regular programs. These responses were classified as School Needs. One of these persons stated that the needs of special education students were being met at only one level, and many of these students preferred to be trained in vocational areas other than the areas where the VEH program offered instruction. A statement was also made that there was no vocational aptitude testing prior to entrance for the VEH program because there was not a range of programs available from which a special education student could make a choice.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

The vocational education director expressed School Needs when he stated that more facilities were necessary. The problem of CVAE programs not accepting special education students was a real concern here because four of the persons interviewed felt that more handicapped students could be served if these programs were open to them. These responses were classified as State Revisions. Three other respondents felt that although mainstreaming had been successful, there was still a need for in-service training for the regular teachers. The need for more Special Vocational Programs was also expressed by two people.

V. Summary

Less than 20% of the special education students in District #10 are being served in regular vocational education classes. The personnel who were interviewed did not have strong feelings against serving these students in regular classes, but felt that their needs were being served by the VEH and VAC programs. There was one respondent that felt it was unfair for special education students to be so limited in the choice of programs that was available for them. Most persons interviewed felt that more facilities were needed.

INDEPENDENT SCHOOL DISTRICT #11

I. Discription

This district located in West Texas has an ADA between ten and thirty-five thousand and consists of twenty-two elementary schools, six junior high schools, and three high schools.

II. Special Education Services

Teaching arrangements at the elementary level include resource units on every campus, four units for the emotionally disturbed, one unit for the blind, and six units for the deaf. There are resource rooms at every junior high school and two units for the emotionally disturbed. The district also provides seven teachers for a local youth center serving the emotionally disturbed. Every high school has resource rooms and diagnostic classrooms. There are eight vocational adjustment classes and one unit for the deaf. This district is served by two VAC's who are responsible for all the student placements and related field work. Teaching the students in the eight vocational adjustment classes is the responsibility of the work-study teachers.

III. Vocational Education Services

Vocational programs include the following:

Distributive Education
Homemaking Education
Home Economics Cooperative Education
Industrial Cooperative Training
Vocational Office Education
Agriculture
Printing
Auto Mechanics
Auto Body Repair
Masonry
Machine Shop
Electrical Trades
Refrigeration and Air Conditioning
Building Trades
Radio/TV Repair
Industrial Electronics
Industrial Engine Repair
Vocational Drafting

Piping Trades	Law Enforcement (contracted)
Welding	Cosmetology (contracted)

IV. Interviews

The persons interviewed in this district were the special education director, a special education teacher, a vocational adjustment coordinator, the vocational director, three vocational teachers, and a vocational counselor.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Six persons said that special education students were in regular vocational programs. The VAC added that special education students were in the regular programs only if they were sure to make it and if the vocational teacher would accept the student. The special education director estimated there to be 25-30% of the age-eligible special education students in regular vocational programs. A special education teacher made an estimate of about 10%. The vocational director and a vocational counselor estimated less than 10%.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED WHO COULD BE?

Five persons, the special education director, a special education teacher, the vocational director, and two vocational teachers, thought that more special education students could be served. The special education director added that more special education students could be in regular programs, but the more severly handicapped students needed special vocational programs. A vocational counselor believed that there were no more special education students who could be served in regular programs. Two vocational teachers did not know.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Two persons named Student Needs. One vocational teacher referred to poor student attitudes by saying that students did not want to work because "everything has always been handed to them." Another vocational teacher felt the special education student presented safety hazards. School/Teacher Needs categorized the responses of five persons. A special education teacher said that actual entrance into the program depended not on the ARD committee, but rather on individual teachers' willingness to accept special education students. This teacher added further that special education students are reviewed only if there is room left over in a vocational class. The vocational director stated that regular vocational programs are designed to serve one target population, regularly enrolled public school students, and the goal of a regular vocational program is to serve those students first. A vocational teacher named the reaction of vocational teachers to a past tendency of counselors to use vocational education as a "dumping ground" for any student not interested in school. One vocational teacher thought that special education students might not have been made aware of vocational programs. A vocational counselor named the lack of referrals by special educators.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

The vocational counselor felt that special education students should be in Special Vocational Programs, separate from regular programs. School Needs were named by two persons. The vocational director wanted more facilities. A vocational teacher saw a need for more vocational programs especially for those in demand that close quickly. Two persons responded with Teacher Needs. The VAC saw the need for changes in vocational attitudes, but also felt that special education students could not be forced into an unwilling teacher's class without defeating the original purpose. The special education director felt that challenging workshops involving both vocational and special educators were needed. Student Needs classified the response of one special education teacher, who thought that students would need special help to succeed in regular programs.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

This question was directed to the special education director whose response was classified as a State Revision. He felt that more communication was needed between vocational and special education persons at the state level.

V. Summary

According to the persons interviewed in District #11, special education students are enrolled in regular vocational programs. Estimates of age-eligible special education students in regular vocational programs ranged from less than 10% to 30%. Most persons thought that there were more special education students who could be served, both in regular and in special programs. School/Teacher Needs is the category named most often in giving reasons that prevent special education students from being served. Many of the reasons given seem to reflect vocational entrance barriers placed on special education students. Most persons named needs of the school and of teachers that must be met before more special education students can be served. There is an indicated need for more programs, more facilities, changes in vocational attitudes, and more positive interactions between vocational and special educators.

INDEPENDENT SCHOOL DISTRICT #12

I. Description

Independent School District #12, located in West Texas, has an ADA between one and three thousand and consists of one high school, one junior high, and one elementary school.

II. Special Education Services

This small school district is a member of a ten-school cooperative. Instructional services available at the high school level include one resource room and one VAC. At the junior high school, students are served in one resource room. The elementary school contains one resource room and two self-contained classrooms for the trainable mentally retarded and for students who cannot function in the regular mainstream. Other services include one early childhood unit and a homebound teacher.

III. Vocational Education Services

Vocational programs include the following:

Distributive Education
Homemaking Education
Agricultural Education
Farm Mechanics
Meats Processing
CVAE Home Management

IV. Interviews

The persons interviewed in this district were a special education supervisor, a vocational adjustment coordinator, an assistant principal, a diagnostician, a special education teacher, and two vocational teachers. The special education supervisor and the vocational adjustment coordinator were interviewed together, and unless otherwise indicated, were recorded as one response. The assistant principal was the person responsible for vocational programs in this district.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Six persons said that special education students were in regular vocational programs. Four of these persons added that these special education students were usually enrolled in agriculture or homemaking. The assistant principal and a special education teacher estimated 20% of the age-eligible special education students to be in regular vocational programs.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED WHO COULD BE?

Four persons, the assistant principal, a special education teacher, and two vocational teachers, felt that more special education students could be served in regular programs. A diagnostician, the special education supervisor, and the vocational adjustment coordinator said that there were none.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Two responses given were based on Student Needs. The assistant principal and a vocational teacher said that special students were not in vocational programs because they had not chosen to be. Four responses were classified as School/Teacher Needs. A special education teacher felt that vocational teachers were reluctant to take extra time with the students. The special education supervisor and the vocational adjustment coordinator expressed the need for more vocational programs. A vocational teacher said that there was a limited number of classes in only a few programs.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

The diagnostician thought that Special Vocational Programs might be needed in the district. School Needs were named by two respondents. The assistant principal wanted more vocational programs in fields other than those related to agriculture. The special education supervisor and vocational adjustment coordinator felt that the greatest need was for transportation to rehabilitation training offered in a nearby metropolitan area. Two responses were categorized as Teacher Needs. The special education teacher thought that vocational people needed a better understanding of the capabilities of special education students and that special educators needed to be more informed about available vocational programs. A vocational teacher thought that the ratio of teachers to pupils would need to be reduced. Student Needs classified the response of a vocational teacher, who said that special education students lacked the necessary motivation to develop themselves vocationally.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

School Needs classified the response of the special education supervisor and the vocational adjustment coordinator who wanted assistance in getting more facilities and a bus driver. Two persons responded to Teacher Needs. The special education teacher wanted counseling services to be made available by people who understood both special and vocational education. A vocational teacher wanted closer working relationships between special education and vocational education. Two persons felt that State Revisions needed to be made. The diagnostician asked for a clarification of the guidelines of CVAE. The assistant principal wanted more flexible guidelines involving areas critical to smaller schools, such as in the CVAE issue and in the procedures involved in enrolling students in area vocational schools.

V. Summary

Probably about 20% of the special education students in Independent School District #12 are served in agriculture and homemaking classes. There are probably more who could be served, although some special educators disagree. Persons interviewed, named School/Teacher Needs most often regarding the reasons preventing special education students from being served and the possibilities of them receiving vocational service. There appears to be a need for more vocational programs in this small school district. Assistance from TEA was needed in two areas: support services to help bring special and vocational areas together and guideline provisions for smaller schools.

INDEPENDENT SCHOOL DISTRICT #13

I. Description

This district, located in West Texas, has an ADA between ten and thirty-five thousand and consists of five high schools, ten junior high schools and thirty-five elementary schools.

II. Special Education Services

Plan A services available to special education students include the following: resource rooms on every elementary, junior high, and high school campus; self-contained rooms at some elementary and junior high schools for more severely handicapped students; EMR units in high schools that begin at the ninth grade; itinerate teachers at the high school level for students with visual, hearing, and speech handicaps; and VAC units at four of the five high schools. Mainstreaming at all levels depends on the severity of the handicaps. LLD and EMR students with more severe problems are in self-contained classrooms. All TMR students are in self-contained classrooms. This district also has one trainable school for the mentally retarded and educational services for pregnant girls.

III. Vocational Education Services

Vocational programs at the secondary level include the following:

Distributive Education
Health Occupations
Homemaking Education
Homemaking Cooperative
Industrial Cooperative Training
Vocational Office Education
Agriculture
Cosmetology
Auto Mechanics
Auto Body
Machine Shop
Welding
Metal Cabinet
Electrical Trades
Electronics
Building Trades
Industrial Arts

IV. Interviews

The persons interviewed in this district were the special education director, the vocational director, two vocational adjustment coordinators, a vocational counselor, a high school principal, three vocational teachers, and one special education teacher.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Six persons, including both directors, said that special education students were being served in regular vocational programs in this district. One of these persons added that they could get in only those programs that had no waiting lists. A vocational counselor did not believe that identified special education students were in regular vocational programs. Both of the directors and a special education teacher estimated that less than 10% of the special education students were being served by regular vocational programs. One principal figured that about 30% of the special education students in his high school were in regular vocational programs, but he thought that a legal limitation of 10% had been set for the district.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED WHO COULD BE?

Four persons, a special education teacher, two vocational adjustment coordinators, and one vocational counselor, felt that all the special education students who could be served in regular programs were being served. Four others, both directors, a principal, and a vocational teacher, thought that there were more special education students who could receive vocational services. However, the vocational teacher thought the number would be small. Two vocational teachers did not know.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Student Needs categorize the responses of six persons. The director of special education said that the major reason that a special education student would not be in the regular vocational program was because he did not choose to be. Two vocational adjustment coordinators felt that the students lacked interest and ability. A special education teacher stated that one girl had tried and could not make it in the regular program. Two vocational teachers said that special education students were not in regular vocational programs because they were unemployable. Two responses were classified as School/Teacher Needs. The principal felt that vocational teachers could be selective of their students because vocational programs were in demand. The vocational director said that the best students were picked first. One person responded on the basis of Misinformation, stating that the vocational program would lose its allocations if identified special education students were placed there.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

Five persons, the special education director, two vocational teachers, and two vocational adjustment coordinators, believed that more special education students could receive vocational services if the district had Special Vocational Programs. Student Needs categorized the responses of a vocational teacher and a vocational counselor who saw a need for better vocational preparation for special education students. Three responses were classified as School Needs. The vocational director thought that more building space was needed for VEH programs. A special education teacher felt more programs should be provided if the others were full. A principal wanted more vocational programs in order to insure the training of special education students before putting them on the job and to help them secure higher level jobs.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

A vocational teacher believed the greatest need was for separate Special Vocational Programs. A special education teacher's request for more vocational programs was classified as a School Need. The request by the vocational director for assistance in the form of special training for vocational teachers was categorized as a Teacher Need. A Student Need for more vocational appraisal was indicated by the special education director. A principal wanted State Revisions in the present financing procedures, in order that vocational training could be guaranteed to all those needing it in Texas public schools.

V. Summary

Probably less than 10% of the special education students in District #13 are being served in regular vocational programs. There was an equal number of contrasting opinions among those interviewed regarding the issue of special education students who could be in regular vocational programs. Student Needs categorized the main reasons that seem to prevent special education students from being in regular vocational programs. These reasons include the student choosing not to be in vocational programs, the student's lack of interest and ability, and the student being a poor employment risk. It was felt by those interviewed that more special education students could be served if the district had more programs, especially special vocational programs, and more facilities. No consensus of opinion was reached concerning needed assistance from TEA.

INDEPENDENT SCHOOL DISTRICT #14

I. Description

Independent School District #14, centrally located in the state, has an ADA between ten and thirty-five thousand students and consists of twenty-one elementary schools, four junior high schools, and two high schools.

II. Special Education Services

This Plan A school district utilizes various instructional personnel and arrangements at all levels. These include resource and integrated classrooms, self-contained classrooms, and helping teachers, although the latter arrangement has not proved too successful. At the elementary level the attempt has been made to have at least two special education units on every campus, in order to serve both those students needing resource help as well as those needing a self-contained setting. At the present time, five schools still have only one unit. Some have three units. The emphasis now, however, must be on cutting back units because particular schools may not be serving enough students. Three elementary campuses contain early childhood units. There is one unit for emotionally disturbed students, housed in a separate building not on a school campus. Most students attending there come from home schools and some (four or five) always stay on that campus. Every junior high campus has at least three special units (any of the various instructional arrangements previously mentioned) and some campuses have as many as seven. One such junior high campus includes a unit for deaf students. On one of the two high schools in the district there is one special education resource teacher to serve approximately one thousand students. The other campus is served by a half-time resource teacher for the deaf, two resource teachers, one integrated class for the orthopedically handicapped, and three VAC units serving the mentally retarded.

III. Vocational Education Services

Vocational programs available include the following:

Welding
Machine Shop
Sheet Metal
Agriculture
Appliance Repair
Refrigeration, Air Conditioning
Auto Body Repair
Electrical Trades
Auto Mechanics
Building Trades

CVAE Construction Trades
CVAE Food Service
CVAE Mechanical Repair

VEH Building Maintenance

Industrial Arts
Homemaking Education
LVN Training (post high school)
Vocational Office Education
Printing
Home Economics Cooperative Education
Distributive Education
Industrial Cooperative Training
Health Occupations
Radio & TV Repair

CVAE Clothing Service
CVAE Duplicating Practice

VEH Home and Community Services

IV. Interviews

Six special education people in this district were interviewed as a group. These people included the special education director, two diagnosticians, one special education supervisor, supervisor of guidance, and supervisor of appraisal. Unless indicated otherwise, these persons voiced general consensus and were considered as one group, rather than six individuals. A vocational supervisor was interviewed in place of the vocational director in this district. Other persons interviewed were three vocational teachers, one special education teacher, and one VEH teacher.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

The group of special educators and four other persons believed that special education students were in regular vocational programs. One of these persons was a teacher of educable mentally retarded students who said that there were special education students in regular vocational programs, but her students were not. The group of special education persons estimated that from 15-20% of the special education students at the high school level were in regular vocational programs. One of these persons, the special education supervisor, set the figure at 30%. A special education teacher and a VEH teacher estimated the number to be less than 10%. The vocational supervisor did not know or estimate the number.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

Four persons, the special education supervisor, the vocational supervisor, a VEH teacher, and a special education teacher, thought that there were special education students not presently served who could be. One of these four felt that all those students at the high school level were receiving service, but there was a major need at the junior high level. The consensus of the group of special educators was that all those students who could benefit from regular vocational programs were receiving such service, but there were many students needing special vocational services, especially at the junior high level. Three vocational teachers did not know.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Student Needs categorized the responses of two vocational teachers. One of these teachers felt that special education students could not be in regular programs because of safety hazards and the number of skills to be learned. The other vocational teacher felt that special education students held back normal students. The responses of four persons were classified as *School/Teacher Needs.* A special education teacher said that some special education students had not been referred and they would not have been admitted if they had been referred. The VEH teacher thought that vocational teachers were afraid of handling special education students, and especially afraid of them getting hurt. The special education supervisor said that special education students needed vocational training before coming to high school, but there were no junior high programs and CVAE was not available to them. The vocational supervisor felt that special education students were not in vocational programs because the district had no systematic way of finding where they would best function. State Restrictions was the response from the group of special educators, who said that the restrictions of CVAE prevented the service of special education students.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN VOCATIONAL PROGRAMS?

School Needs categorized the responses of two persons. A vocational teacher suggested expanding vocational programs and selecting those special education students who would benefit the most. The special education supervisor wanted vocational programs to be provided at the junior high level. Four responses were classified as Teacher Needs. Two special education teachers felt that vocational teachers needed to experience firsthand success with special education students before more students would be accepted into regular programs. Two vocational teachers felt that teacher help would be needed in order to provide single-skill training to special education students. Student Needs was the classification of the vocational supervisor's response, who felt that special education students needed better counseling and exploratory experiences at the junior high level. The response of the special education group was classified as a State Revision. They felt that VEH and CVAE programs could be combined to serve and benefit both populations, allowing a broader available program.

5. IF THE TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

Two responses were seen as Teacher Needs. A special education teacher and a VEH teacher wanted differences between special and vocational education to be worked out at the local level. Student Needs categorized the vocational supervisor's request for more exploratory courses in industrial arts at the junior high level. Two persons responded with State Revisions. The special education group wanted CVAE restrictions removed to allow special education students to be served in this way. One vocational teacher wanted the special education guideline removed which identified special education students, because he felt that identifying a person's handicap often allowed it to be used "as a crutch."

V. Summary

Estimates of the age-eligible special education students enrolled in regular vocational programs ranged from 10-30%. There are probably more students who could be served, especially at the junior high level. Many persons in the district felt that students had not been served because of the lack of programs and services available at the junior high level and because of a hesitancy on the part of regular vocational teachers. Teacher Needs was the category named most often in reference to the possibilities of more special education students being served and to needed assistance from TEA. The revision of CVAE guidelines was also seen as a significant issue by the group of six special educators.

INDEPENDENT SCHOOL DISTRICT #15

I. Description

Independent School District #15, located in a large metropolitan area, consists of one hundred eighty-one elementary schools, thirty-two junior high schools, and twenty-four high schools.

II. Special Education Services

This district is divided into six area teams each with a special education director and ten or fifteen support persons. Instructional arrangements and personnel include resource and self-contained settings, itinerate teachers, and teachers in community agencies. There are resource rooms in all but one secondary school, and approximately three hundred and ten self-contained units serving the trainable and educable mentally retarded, the minimally brain injured, and the severely disturbed. This district has three appraisal centers at the elementary level and one on the secondary level. There are sixteen early childhood programs, twenty-four pregnant students served, and fourteen vocational adjustment coordinators to serve in the high schools.

III. Vocational Education Services

Vocational programs include the following:

- Vocational Office Education
- Distribution Education
- Fire Administration
- Homemaking Education (4 different programs)
- Vocational Industrial Education (29 different programs)
- VEH Building Maintenance
- VEH General Construction
- VEH Food Services
- Health Occupation (6 different programs)
- Career Development (Orientation)
- CVAE
- Pre-Vocational Industrial Arts
- Out-of-school Youth Cooperative Program
- VEH Health Care
- VEH Horticulture Related
- VEH Cooperative

Vocational programs are located on every high school campus. Programs frequently found in junior high schools include CVAE, Career Orientation, Pre-Vocational Industrial Arts, and Vocational Homemaking. This district has four career specialization high schools, one of these being an area vocational school.

IV. Vocational Education for the Handicapped

This school district has a total of nine VEH programs. Six of the programs make up one center and are housed together on an elementary school campus. The other three programs share facilities with another vocational program in the district.

Students are bused daily from home schools to the nearest vocational center for half a day. After an initial orientation period, each student is observed, evaluated, and placed in an appropriate vocational program. He or she then receives several hours of vocational training each day and twenty-five minutes of related academic work. The daily period of academics serves to reinforce the vocational training that the student is receiving on that same day; therefore, academic and vocational teachers work closely together to insure the relevancy of learning experiences.

This district has the first VEH cooperative to be tried in the state. In this program a training plan, in the form of a contract, is devised for each student. The plan contains written commitments from both the student's employer and his teacher stating specifically what work experiences and corresponding study assignments will be provided. Since this cooperative program is in the beginning stages of development, special and vocational educators in the district continually look for better ways to adapt it to their needs.

V. Interviews

As a result of the time required to gather the above information and observe Vocational Education for Handicapped programs, fewer persons in this district were interviewed. The persons interviewed were the director of administration for special services, executive director of vocational industrial education, deputy superintendent for special programs, deputy superintendent for occupational education, and director of vocational education for handicapped.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

All five persons said that special students were in regular programs, but due to the size of the district and the lack of procedures for obtaining specific statistics, no one knew how many. "Few", was a comment made twice, and one person estimated that less than 15% of the age-eligible special students were in regular vocational programs. The deputy superintendent for special programs stated that because of the good working conditions between vocational and special education at the administrative level, there was not the feeling in this district of "can't possibly get in" as in other places.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED WHO COULD BE?

Both deputy superintendents felt that there were students not served who could be. The director of industrial education did not know.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Four persons named School/Teacher Needs. The superintendent for special programs named problems such as failure of the ARD mechanism to operate properly, lack of awareness on the part of special education teachers in how to get students in the vocational programs, lack of awareness on the part of vocational teachers in the area of special education, and lack of available programs and facilities. The superintendent for occupational education also named lack of facilities, building space, and the procedures involved in ARD committees. The director of industrial programs felt that there was a general lack of understanding of vocational programs and a lack of requests because vocational adjustment coordinators felt that vocational programming infringes upon their territory. The VEH director stated that regular courses were not geared for special education students and the quota of students in regular classes was already met.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

The superintendent for special programs expressed the need for Special Vocational Programs, explaining that the total vocational need cannot be met through regular vocational programs, especially for the more severely handicapped. The deputy superintendent for occupational education and the director of industrial programs named School Needs such as more facilities and programs.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

Both superintendents felt the greatest need was for building funds to be provided in much the same manner as for the area vocational schools.

VI. Summary

The persons interviewed in District #15 felt that a small number of special education students were being served in regular vocational programs. They felt that there were special education students not being served because of such school needs as the lack of available programs and facilities, the lack of teacher awareness, and problems with the ARD committee. Persons interviewed felt that more special education students could be served, and that the need is for more facilities and programs, including special vocational programs.

INDEPENDENT SCHOOL DISTRICT #16

I. Description

Independent School District #16, with an ADA between six and ten thousand, is located in the southern part of the state and consists of seven elementary schools, two middle schools (grades 6-7), one junior high school (grades 8-9), and one high school (grades 10-12).

II. Special Education Services

This district operates under Plan A and has both resource and self-contained arrangements. At the elementary level there are classes for the educable mentally retarded students on three of the seven campuses. These students are mainstreamed into regular classes such as physical education, music, and art. They do not spend a full day in the special education classroom, and many are there for less than half a day. Resource rooms for students with language and learning disabilities are on every elementary campus. There is one teaching unit for physically handicapped students, some of whom remain in a self-contained setting. Deaf students at the elementary level are provided one teaching unit and do not go into the regular mainstream.

The two middle schools contain one classroom for EMR students and two for LLD students. At the junior high school, LLD and EMR students are each provided one teaching unit. The high school is served by one Vocational Adjustment Coordinator and an LLD English teacher, who teaches an English course to only those students having problems in that area. Students in the vocational adjustment class are mainstreamed into regular classes such as physical education, art, homemaking, and sometimes math. Emotionally disturbed and minimally brain injured students go into the same classes as LLD students. The district also serves a small number of trainable mentally retarded students and contracts others to a state school. Because they will soon be required to absorb all trainable mentally retarded students, from ages three to twenty-one there is a dire need for facilities.

III. Vocational Education Services

The following vocational services are available in the district:

Distributive Education
Homemaking Education
Home Economics Cooperative Education
Industrial Cooperative Training
Vocational Office Education
Agriculture

Occupational Orientation
Auto Mechanics
General Metals
Building Trades
Cosmetology
Drafting

CVAE Food Service (junior high)
CVAE Clothing Service (junior high)
CVAE Mechanical Repair (junior high)
CVAE Construction Trades (junior high)

IV. Interviews

The persons interviewed in this district were the vocational director, the special education director, a special education teacher, two vocational teachers, a vocational counselor, a vocational adjustment coordinator and an assistant principal.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Seven people said that there were special education students in regular vocational programs. One person thought that they were not. The special education director estimated the number to be 20%. The vocational director made an estimate of 40%. The English resource teacher and the vocational adjustment coordinator said about 50%.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

Seven persons thought that there were more students who could be in vocational education. One person, a vocational teacher, did not know.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Two persons named Student Needs. The special education teacher said that any students not in regular vocational programs were those who did not choose to be. The vocational director felt that the students were not aware of the programs and were not interested. Four persons named School/Teacher Needs. According to a vocational teacher there was a lack of understanding on the part of vocational instructors. The director of special education said that vocational teachers had little time to work on an individual basis. A vocational counselor felt that lack of room and filled classes were the problems. Scheduling problems were named by one vocational teacher. An assistant principal felt that there had been little effort to place students in regular vocational programs and that there was a limited number of classes. Needs Met categorized the response of the vocational adjustment coordinator, who said that the students were already receiving adequate vocational education in his program.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN VOCATIONAL PROGRAMS?

Both directors felt that their district needed Special Vocational Programs to serve more students. A vocational counselor named School Needs in the form of more facilities. Four responses were classified as Teacher Needs. A vocational teacher suggested in-service programs to help vocational teachers understand what special education students could be trained for in each vocational field. The special education teacher felt that vocational teachers should place less emphasis on being selective and work more on meeting individual needs. A vocational teacher and an assistant principal thought that more special education referrals were needed.

5. IF THE TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

The special education director expressed a desire in getting Special Vocational Programs. Two persons, the vocational counselor and the assistant principal, wanted more facilities in order to meet a School Need. Teacher Needs were named by three persons. One vocational teacher said that awareness programs and better identification of student problems should be provided for vocational teachers. The vocational director and a vocational teacher saw a need for teacher aides and materials.

V. Summary

Special education students seem to be served in regular vocational programs in Independent School District #16, and there are probably more who could receive vocational services. Estimates of those students presently in regular vocational programs ranged from 20-50%. The persons interviewed named a variety of School/Teacher Needs which have prevented special education students from being in regular vocational programs: the lack of time and understanding of vocational teachers, lack of referrals by special education teachers, and the limited number of vocational classes. Teacher Needs was the category most often named in reference to ways more special education students could be served, and also in reference to TEA assistance.

INDEPENDENT SCHOOL DISTRICT #17

I. Description

Located in the southern part of the state, Independent School District #17 has an ADA between ten and thirty-five thousand and is made up of nineteen elementary schools, four intermediate or junior high schools, and three high schools.

II. Special Education Services

Every campus in this Plan A district, with the exception of one junior high, has resource rooms to serve students with learning problems. Along with resource rooms, there are four units for educable mentally retarded students at the elementary level. Two elementary campuses contain diagnostic classrooms. There is one self-contained classroom on the junior high level, and two vocational adjustment coordinators who serve in the three high schools. This school district also furnishes teachers in a clinic for crippled children, a school for the trainable mentally retarded, and a regional school for the deaf.

III. Vocational Education Services

Available vocational programs are listed below:

High School:

Distributive Education
Agriculture
Vocational Office Education
Vocational Office Education Cooperative
Vocational Office Education Bi-Lingual
Refrigeration and Air Conditioning
Commercial Arts
Appliances Repair
Commercial Drafting
Building Trades
Metal Trades
Home Economics Cooperative Education
Industrial Cooperative Training
Homemaking Education
Piping Trades
Radio and TV Repair
Cosmetology
Drafting
Welding

Auto Body Repair	CVAE (7 programs)
Auto Mechanics	

Junior High:

CVAE (13 programs)	VEH Home and Community Services
Industrial Arts	VEH General Construction

IV. Interviews

The persons interviewed in this district were the special education director, the vocational director, two VEH teachers, a special education supervisor, two vocational teachers and a vocational adjustment coordinator.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

Seven persons, including both directors, said that special education students were not in regular vocational programs. One of these persons felt that there were unidentified special education students in regular programs. One person did not know.

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

Six persons, both directors, a VEH teacher, a vocational teacher, the vocational adjustment coordinator, and the special education supervisor, believed that there were more special education students who could be served. One of these persons, a vocational teacher, felt that handicapped persons needed training, but not in regular vocational programs. One VEH teacher did not think that any more special education students could be served in regular programs. One vocational teacher did not know.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

Student Needs categorized the responses of both VEH teachers, who said that special education students could not make it in regular vocational programs. Three responses were classified as School/Teacher Needs. The vocational director said that there was a lack of facilities and classes were already full. A vocational teacher felt that regular teachers, and himself in particular, did not have time to work individually with such students. The vocational adjustment coordinator noted the lack of space. Needs Met categorized the special education supervisor's response, who felt that the needs of special students were already being met through the VEH program. Respondent Misinformation categorized the response of the special education director, who said that it was illegal for special education students to be in regular vocational programs.

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

Three persons responded in favor of Special Vocational Programs. The vocational director felt that special programs should be set up after school and the hours involved should be cut from three to one-hour classes. A vocational teacher stated that special education students should be in programs other than regular. The special education supervisor felt that more VEH programs were needed to serve more special education students. School Needs categorized the responses of three persons. The special education director named the need for facilities for the handicapped, such as sheltered workshops. The special education supervisor stated that room in regular programs would have to be made before these students could be served. The vocational adjustment coordinator felt that special education students needed to be on high school campuses rather than at one junior high. A vocational teacher responded to Teacher Needs, stating that more vocational teachers needed to be indoctrinated toward accepting special education students in their classrooms. Students Needs categorized the response of a VEH teacher, who felt that the student would need to be brought up to meet the standards of regular programs before being admitted. He named such skills as learning to speak English, learning to read, and learning the names of tools.

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

Help in getting Special Vocational Programs was the response of a vocational teacher. School Needs classified the responses of the directors, who wanted more facilities. Teacher Needs make up the responses of three persons. A vocational teacher stated that vocational people needed to be trained in how to cope with special education students. The vocational adjustment coordinator was in favor of awareness programs for regular vocational teachers. The special education supervisor felt that vocational teachers should be provided with teacher-aides and equipment with special safeguards.

V. Summary

Most persons thought that special education students were not enrolled in regular vocational programs and that there were those who could be. Although most of the persons interviewed named such reasons as lack of facilities, and time, probably a big factor in this district is the belief by the special education director that it is illegal for special students to be in regular vocational programs. Solutions named by persons interviewed were for special vocational programs and for various changes within the schools. These include the addition of more facilities, making room for special education students in regular vocational classes, and putting special education students on high school campuses. The assistance most requested from TEA was for more training, in-service programs, teacher-aides, and safety equipment for vocational teachers.

Summary of On-Site Interviews

The fact that the same questions were not always addressed to all of the persons interviewed was due to revisions made in the interview schedule, a variety of interview approaches used, and oversights made by the interviewer. The percentages below represent the number of persons responding out of the number of persons asked each question. For example, 10% of the persons asked the first question said that special education students were not being served in regular vocational programs.

1. ARE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS? HOW MANY?

10% - Special education students are not being served in regular vocational programs.
45% - Less than 15% of all age-eligible special education students are being served in regular vocational programs.
24% - 16-30% of all age-eligible special education students are being served in regular vocational programs.
14% - 31-75% of all age-eligible special education students are being served in regular vocational programs.
8% - Do Not Know

101%*

2. ARE THERE ANY SPECIAL EDUCATION STUDENTS WHO ARE PRESENTLY NOT BEING SERVED BY REGULAR VOCATIONAL PROGRAMS WHO COULD BE?

59% - Yes
21% - No
19% - Do Not Know

99%*

* Rounding error is present.

3. WHY HAVE STUDENTS NOT BEEN SERVED?

36% - Student Needs
47% - School/Teacher Needs
12% - Needs Met
2% - Respondent Misinformation
3% - State Restrictions

100%

4. WHAT WOULD NEED TO BE DONE IN ORDER FOR MORE SPECIAL EDUCATION STUDENTS TO BE SERVED IN REGULAR VOCATIONAL PROGRAMS?

23% - Special Vocational Programs
33% - School Needs
31% - Teacher Needs
8% - Student Needs
4% - State Revisions

99%*

5. IF TEA COULD PROVIDE YOUR SCHOOL DISTRICT WITH SOME KIND OF ASSISTANCE IN ORDER FOR YOU TO SERVE MORE SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL PROGRAMS, WHAT KIND OF ASSISTANCE WOULD BE MOST NEEDED?

7% - Special Vocational Programs
41% - School Needs
34% - Teacher Needs
2% - Student Needs
15% - State Revisions

99%*

* Rounding error is present.

Recommendations

School/Teacher Needs was the category named by 47% of all those persons who were asked to give reasons for special education students not being served in regular vocational programs. The particular School/Teacher Need referred to by 34% of these persons was the selectiveness of vocational programs. Most of these persons referred directly to the selective nature of the vocational program or to the fact that regular students were served first. Some responses, such as the following, imply that vocational teachers have the power to select their students:

a. Vocational teachers don't want problem kids.
b. It is a natural tendency of teachers to want high achievers.
c. Vocational teachers might feel that their program is degraded by enrolling special education students.
d. You cannot place a student in someone's room who cannot deal with that student.

In response to questions four and five concerning solutions that would enable school districts to serve more special education students in regular vocational education programs, 63% of the persons named the need for additional facilities, programs, or personnel units for vocational education. It is evident that the demand for vocational education exceeds the facilities and opportunities available and that this is a legitimate need in almost every school district. However, the addition of facilities, programs, or instructional personnel does not speak directly to the issue of serving special education students in regular vocational programs. The fact of selectivity reflects the more basic problem that Texas has not yet decided that the priority vocational placement for special education students is in the mainstream vocational education program. As a result, the intent of the Vocational Education Amendments of 1968 is either not understood or not taken seriously at the local level. The implication and often direct statement in the school districts is that regular programs are for regular students and that they are not to be modified to meet the needs of handicapped students. In the present system, the special education student is to be served by regular vocational programs if the student can "fit into" the existent program, and this position is in contrast to the intent of the law. It is in response to this situation that the following recommendations are made:

1. Texas should decide that the priority vocational placement for special education students is in the mainstream vocational education program with the necessary support services and curriculum modifications implemented to help these students succeed. Separate vocational programs should be established only in the best interests of the student, not of the school district.
2. The wording of Bulletin 711 concerning vocational education for exceptional children should be revised to reflect this change in philosophy, rather than implying that regular students are to be served first and reinforcing the use of the vocational ARD committee as a "screening-out," rather than a "screening-in" mechanism.
3. This change in philosophy should be clearly communicated to local school districts in a number of planned in-service programs involving special educators, vocational educators, counselors, administrators, parents, and any other interested persons. These programs would be based on the following objectives:
    a. Clarify the intent of the Vocational Education Amendments of 1968, making all persons aware of money designated for the vocational education of handicapped students and encouraging a greater percent of this money to be spent on support services and curriculum modifications in regular vocational programs.
    b. Explain the special assistance and types of funding available through the Vocational Education Amendments of 1968.
4. Different job levels should be identified within every vocational area with entrance and exit competencies behaviorally stated. These competencies would permit an objective evaluation of each prospective student and would also serve as criteria for the vocational preparation of special education students.

5. Reports should be submitted annually to TEA on every special education student, documenting the vocational services provided each student and the decisions made by the vocational ARD committee concerning each student.

Other more general recommendations include the following:

1. Revise or clarify the rationale of CVAE to the local school districts. Can a special education student also qualify as a disadvantaged student?
2. Explain assistance available to smaller school districts and study the relationships within Plan A cooperatives. Are the needs of students in smaller school districts being met? Who is responsible?
3. Investigate further the possibility of sex discrimination in the vocational training of special education students. A very common assumption in many school districts was that there are VEH programs "for boys," and VEH programs "for girls." The same is true for CVAE and in regular programs, where there was often more resistance to placing females in traditionally male-oriented vocational areas than to placing "special education students." Reasons given for not having females in certain vocational classes was a lack of separate restroom facilities and fear of having both male and female together in a classroom without constant monitoring. If both males and females cannot be served vocationally, how is it decided who will receive such service?
4. Investigate further the Cooperative School Program in relation to the vocational education program. In naming reasons for special education students not being served in regular vocational programs, 12% of those responding said that the needs of special education students had been met. Vocational adjustment coordinators made up 29% of those responding in this manner. Does the VAC program compete with regular or special vocational programs? Are vocational adjustment coordinators open to vocational education opportunities for special education students? What is the function of the VAC in light of vocational education?

PART III

EXECUTIVE SUMMARY

This part of the report will attempt to summarize the findings of both Part I and Part II and at the same time offer suggestions for the future. Vocational education programming for special education students in Texas will be discussed in four areas. These areas are committment to the program, admission and review process, program curriculum, and program evaluation. Lastly, a recommendation will be made upon which work can be started immediately.

The committment of Texas Education Agency at the state level and independent school districts at the local level to provide the highest quality vocational education programming for special education students is not explicit. When such a committment is made explicit, the priorities for the service delivery system will also become more clear. Although each student needs to be evaluated according to his or her unique needs, the preferred placement for special education students is in the same classroom with regular vocational education students. Such a program should demonstrate the modifications to regular vocational programs necessary to enable handicapped students to adapt to regular vocational education classes. Supportive and auxillary services should also be provided. Thus, for example, if a student has the essential physical and psycho-motor skills as well as the basic understanding needed, but insufficient reading and/or mathematics skills, special instruction should be provided without inhibiting his vocational instruction. Separate segregated vocational education instruction for special education students should be recommended and provided only when no existing class can be used to provide the type and level of instruction necessary to meet the child's needs. An example of the productive use of such an arrangement would be the organization of special pre-vocational classes at the junior and early high school levels to provide special education students with the training necessary in order to benefit from regular vocational education classes later.

This report has indicated that the process used to admit special education students to vocational education classes is varied to say the least. The ARD committee procedures as described in the Administrative Guide and Handbook for Special Education, Bulletin 711, are not operational in most school districts. All other variables being equal, it is the vocational education teacher who decides whether or not individual special education students will be admitted to regular vocational education classes. There is nothing inherently wrong with this process or the ARD committee procedures, but it does appear that vocational education programs are not fully accessible to special education students. For example, it may be that vocational education teachers are not properly evaluating special education students because of a lack of information concerning handicapped persons. In the placement of a special education student, his or her strengths and positive characteristics are the fundamental considerations. The student's handicaps only determine areas where difficulties may arise and the handicaps should not be the vocational determiners. Such an evaluator should also understand the subtle distinctions between impairment, disability, and handicap in order to evaluate these persons effectively. Another suggestion for improvement in this area concerns the behavioral statement of entrance competencies. If a behavioral statement of entrance competencies were available for each vocational education program it would permit an objective evaluation of each prospective student, and it would also serve as a standard for the vocational preparation of special education students. In summary, it is recommended that the complete admission and review process be thoroughly investigated.

The major point that must be understood in the area of the curriculum is that there should be more than one level of exit competencies. The curriculum should develop skills in a specific area and be so designed that all students are not expected to meet the same exit competencies. The curriculum should also permit competencies to be accomplished over various time periods, using different sense modalities when needed, with or without assistance from other students or teachers, and with more than one level of criteria being used for evaluation. Such a curriculum would provide alternatives and options at all levels that are motivating and serve all those students who need to be served. A second aspect of the curriculum should include liaison services. As a result of the past difficulties of getting vocational, special and other significant school personnel together to develop the best educational program for special education students, a liaison person is proposed to facilitate this being accomplished. Such a person could be already employed by the school district, but he or she would have the distinct responsibility for facilitating the development of individual programs for special education students who are enrolled in vocational education classes. The kinds of curriculum modifications suggested above are consistent with the intent of the Vocational Education Act of 1963 and its amendments of 1968. These modifications are eligible for funding under the 10% of the federal funds allocated under part B of the amendments that are designated to provide vocational education for the handicapped.

The evaluation of the efficacy of any vocational preparation program is an extremely complex process. The emphasis in this summary is to underline the need for timely and consistent methods of data collection, measurement, and analysis. The efforts at data collection, measurement and analysis of this project were hampered by time constraints and the lack of consistent record keeping procedures by the independent school districts. Future one-shot efforts will be hampered in the same way and decisions will have to continue to be made on a limited amount of data. At a minimum, consistent and timely data is needed on the following steps in a vocational education program for special education students:

1. Identification of appropriate students
2. Implementation of vocational evaluations and other assessments
3. Establishment of student-program objectives
4. Implementation of the vocational education instruction
5. Assessment of student competencies at the completion of instruction
6. Collection of outcome information at one-month, three-month, six-month and one-year follow-ups.

Such evaluation data is needed in order to develop quality programs and must be initiated at the independent school district level.

Some progress toward each of the areas identified above can be made with appropriate in-service programs for vocational educators, special educators, and other significant school personnel. In some areas further research needs to be conducted before in-service programs are implemented, but if the committment is made, meaningful in-service programs should begin no later than August, 1977.

APPENDIX A

Superintendent Letter and Response Form

UTD
THE UNIVERSITY OF TEXAS AT DALLAS

February 9, 1976

Dear Mr. Superintendent:

In cooperation with the Department of Occupational Education and Technology and the Department of Special Education of the Texas Education Agency, The University of Texas at Dallas has initiated a study to determine the availability and use of vocational education programming for special education students in the public schools of Texas.

The objectives of the study are:

1. To determine the number of special education students who were enrolled and number who completed regular and special vocational education classes during the school year 1974-1975.
2. To determine the reasons why special education students have not been enrolled in regular vocational education programs.
3. To estimate the number of special education students who are not enrolled in vocational education programs because classes are not available.
4. To estimate the type of services and/or programs that are needed to enable more special education students to enroll in vocational education classes.

To accomplish the objectives of the study, a survey is being made of all local school districts that have either special education or vocational education programs. To accomplish the survey two questionnaires have been prepared for completion by each school district. The two respondents in each school district will be (1) the person responsible for vocational programs and (2) the person responsible for special education programs. As a result of this study, compilations and summaries of data will be reported and recommendations will be made concerning the status of vocational education programming for special education students in Texas. The information collected will not be used in any evaluative manner and no information will be published concerning an individual school district.

In order that we may mail the survey forms directly to the two respondents (your vocational education director and your special education director) please complete the enclosed sheet and return it in the self-addressed envelope. If you have any further questions please feel free to write or telephone (214-690-2097) me. If you have questions concerning the Texas Education Agency support of this project please contact Mr. Oscar Millican (512-475-4641) Education Program Director, Division of Occupational Research and Development, Department of Occupational Education and Technology, Texas Education Agency.

Thank you,

Sincerely,

George W. Fair

George W. Fair, Ph.D.
Project Director

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

BOX 688 RICHARDSON, TEXAS 75080

Vocational Education Programming For

Special Education Students in Texas

George W. Fair, Ph.D.
Project Director

Superintendent's Name: ______________________________

School District: ______________________________

1. ____ Yes, our school district agrees to participate in the research project entitled, "Vocational Education Programming for Special Education Students in Texas."

2. The person responsible for vocational education programs in our school district is:

   Name ______________________________

   Position: ______________________________

   Mailing address: ______________________________

   Telephone Number: ______________________________

3. The person responsible for special education programs in our school district is:

   Name: ______________________________

   Position: ______________________________

   Mailing address: ______________________________

   Telephone Number: ______________________________

4. _____ No, our school district does not wish to participate for the following reasons:

APPENDIX B

Questionnaire Letter
Director of Special Education Questionnaire
Director of Vocational Education Questionnaire

UTD

THE UNIVERSITY OF TEXAS AT DALLAS

February 18, 1976

Dear Respondent:

In cooperation with the Department of Occupational Education and Technology and the Department of Special Education of the Texas Education Agency, The University of Texas at Dallas has initiated a study to determine the availability and use of vocational education programming for special education students in the public schools of Texas.

The objectives of the study are:

1. To determine the number of special education students who were enrolled and number who completed regular and special vocational education classes during the school year 1974-1975.
2. To determine the reasons why special education students have not been enrolled in regular vocational education programs.
3. To estimate the number of special education students who are not enrolled in vocational education programs because classes are not available.
4. To estimate the type of services and/or programs that are needed to enable more special education students to enroll in vocational education classes.

To accomplish the objectives of the study, a survey is being made of all local school districts that have either special education or vocational education programs. The Superintendent of your school district has agreed to participate in this project and has supplied us with your name as one of the respondents to a questionnaire. Two questionnaires are being completed by each school district. The two respondents in each school district are (1) the person responsible for vocational education programs and (2) the person responsible for special education programs. You can assist us in this effort by completing the enclosed questionnaire and offering your candid suggestions concerning vocational education programming for special education students. If there are questions that you cannot answer, please indicate the reason or make an approximation and go on to the next question.

As a result of this study, compilations and summaries of data will be reported and recommendations will be made concerning the status of vocational education programming for special education students in Texas. The information collected will not be used in any evaluative manner and no information will be published concerning an individual school district. With your help, accurate data will be obtained on which future planning can be based. We are anticipating your willingness to cooperate with us toward this desired goal. Thank you for the courtesy of your assistance.

Very sincerely yours,

George W. Fair

George W. Fair, Ph.D.
Project Director

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

BOX 688 RICHARDSON, TEXAS 75080

VOCATIONAL EDUCATION PROGRAMMING FOR SPECIAL EDUCATION STUDENTS IN TEXAS

DIRECTOR OF SPECIAL EDUCATION QUESTIONNAIRE

This questionnaire is to be completed by the Director of Special Education or the person responsible for programs for handicapped students in the school district.

Name: ______________________________

Position: ______________________________

School District: ______________________________

Telephone: ______________________________

1. Identify the number of special education students, by handicapping condition and vocational program, enrolled in regular vocational classes in the school year 1974-1975.

SPECIAL EDUCATION STUDENTS IN REGULAR
VOCATIONAL EDUCATION PROGRAM 1974-1975

	AE	DE	HO	HE	IE	VOE	VIA
VH							
AH							
MBI							
OH							
EMR							
TRM							
ED							
LLD							
MH							

Special Education Handicapping Conditions:

VH - Visually Handicapped
AH - Auditorially Handicapped
MBI- Minimally Brain Injured
OH - Orthopedically Handicapped or Other Health Impaired
EMR- Educable Mentally Retarded
TMR- Trainable Mentally Retarded
ED - Emotionally Disturbed
LLD- Language and/or Learning Disabilities
MH - Multi-handicapped

Vocational Education Programs:

AE - Agricultural Education
DE - Distributive Education
HO - Health Occupations
HE - Homemaking Education
IE - Industrial Education
VOE- Vocational Office Education
VIA- Vocational Industrial Arts

2. Does your school district have a special vocational education program for special education students

______ Yes ______ No

2a. If yes identify the program and the number of special education students enrolled, by handicapping condition.

PROGRAM TITLE

(A) ______________________________

(B) ______________________________

(C) ______________________________

SPECIAL EDUCATION STUDENTS IN SPECIAL
VOCATIONAL EDUCATION PROGRAMS 1974-1975.

	PROGRAM (A)	PROGRAM (B)	PROGRAM (C)
VH			
AH			
MBI			
OH			
EMR			
TMR			
ED			
LLD			
MH			

3. Excluding the speech handicapped, what is the total number of special education students, ages 14 through 21 enrolled in your district? ________

4. Identify the number of special education students by handicapping condition who have completed vocational education programs in the school year 1974-1975 and have been employed in the occupational area for which trained.

SPECIAL EDUCATION STUDENTS WHO HAVE COMPLETED VOCATIONAL PROGRAMS

HANDICAPPING CONDITION	NUMBER WHO COMPLETED	NUMBER EMPLOYED IN OCCUPATIONAL AREA	NUMBER EMPLOYED IN OTHER OCCUPATIONAL AREA
Visually Handicapped	______	______	______
Auditorially Handicapped	______	______	______
Minimally Brain Injured	______	______	______
Orthopedically Handicapped or Other Health Impaired	______	______	______
Educable Mentally Retarded	______	______	______
Trainable Mentally Retarded	______	______	______
Emotionally Disturbed	______	______	______
Language and/or Learning Disabilities	______	______	______
Multi-handicapped	______	______	______

5. Identify the number of students by handicapping condition referred to the vocational Admission, Review, and Dismissal Committee as described in the Administrative Guide and Handbook for Special Education, and state whether they were enrolled or not enrolled.

SPECIAL EDUCATION STUDENTS REFERRED
TO ARD COMMITTEE 1974-1975

HANDICAPPING CONDITION	RECOMMENDED FOR ENROLLMENT	NOT RECOMMENDED FOR ENROLLMENT	ENROLLED IN PROGRAM
Visually Handicapped	______	______	______
Auditorially Handicapped	______	______	______
Minimally Brain Injured	______	______	______
Orthopedically Handicapped or Other Health Impaired	______	______	______
Educable Mentally Retarded	______	______	______
Trainable Mentally Retarded	______	______	______
Emotionally Distrubed	______	______	______
Language and/or Learning Disabilities	______	______	______
Multi-handicapped	______	______	______

6. Below are fifteen possible reasons that have prevented special education students from being enrolled in regular vocational education programs in your school district. Please indicate the reasons why special education students have not been enrolled in regular vocational education programs by ranking the most frequent reasons as indicated below.

5 - Most frequent
4 - Second most frequent
3 - Third most frequent
2 - Fourth most frequent
1 - Fifth most frequent

_____ Student handicaps felt too severe to allow success in the program.

_____ Scheduling difficulties

_____ Quota for vocational education classes filled by non-special education students.

_____ Special education students previously placed in vocational education programs without success.

_____ The special assistance needed for special education students is not available.

_____ The special facilities needed for special education students are not available.

_____ Special education personnel on the vocational ARD committee did not recommend placement.

_____ Vocational education personnel on the vocational ARD committee did not recommend placement.

_____ Parents did not approve enrollment in vocational education.

_____ Special education students' safety would be jeopardized.

_____ Enrollment of special education student would jeopardize the safety of the other students.

_____ Special education students rarely referred by special education to the vocational ARD committee for placement.

_____ Special education students are not adequately prepared for vocational education program.

_____ Special education students didn't succeed in the two-week trial period.

_____ Other (Please Specify)

7. Does your school district have any special policy or procedures for placing special education students into regular vocational education programs? If your answer is yes, please specify.

8. What type of services and/or programs are needed to enable more special education students to enroll in regular and/or special vocational education programs? Please be specific as possible.

Below are some examples of possible services and/or programs.

a. vocational evaluation - the systematic measurement of aptitudes, interests, and work attitudes.

b. curriculum modification - minor modifications of the curriculum and the demands that are made of enrolled students.

c. learning support - assistance in the form of meetings outside of scheduled class times where assistance is provided to help students achieve the objectives established.

d. liaison services - assistance in the form of coordination between special education teachers, vocational education teachers, and other significant school personnel who could be helpful to the student.

e. teacher aides - assistance in the form of addition instructional personnel to help students achieve the objectives established.

School Year 1975-1976

Complete the following questions for the current 1975-1976 school year.

1. Excluding the speech handicapped, what is the total number of special education students, ages 14 through 21 enrolled in your district? ______

2. How many special education students are currently enrolled in all vocational education programs in your district? ______________

   2a. How many of these are enrolled in special vocational education programs for the handicapped? ____________________

3. Has a vocational ARD committee been established?

   ______ Yes ______ No

   3a. If yes, how many times has it met? _________

   3b. If yes, how many students have been reviewed? ________

   3c. If yes, who is the committee's chairperson?

   Name ______________________

   Position ______________________

4. Are there special education students who may be eligible for vocational education classes, but have not been referred to the vocational ARD committee because appropriate programs are not available?

   ______ Yes ______ No

   4a. If yes, please estimate the number of special education students in this category. _____________

VOCATIONAL EDUCATION PROGRAMMING FOR SPECIAL EDUCATION STUDENTS IN TEXAS

DIRECTOR OF VOCATIONAL PROGRAMS QUESTIONNAIRE

This questionnaire is to be completed by the Director of Vocational Programs or the person responsible for vocational programs in the school district.

Name: ______________________________

Position: ______________________________

School District: ______________________________

Telephone: ______________________________

1. Identify the number of special education students, by vocational program, enrolled in regular vocational education classes in the school year 1974-1975.

SPECIAL EDUCATION STUDENTS IN REGULAR VOCATIONAL EDUCATION PROGRAM 1974-1975

VOCATIONAL EDUCATION PROGRAM	NUMBER OF SPECIAL EDUCATION STUDENTS ENROLLED
Agricultural Education	________
Distributive Education	________
Health Occupations	________
Homemaking Education	________
Industrial Education	________
Vocational Office Education	________
Vocational Industrial Arts	________

2. Does your school district have a special vocational education program for special education students.

_____ Yes _____ No

2a. If yes, identify the program and the number of special education students enrolled.

PROGRAM TITLE	NUMBER OF STUDENTS ENROLLED
____________________	________
____________________	________
____________________	________

3. Identify the number of special education students who have completed vocational education programs in the school year 1974-1975 and have been employed in the occupational area for which trained.

SPECIAL EDUCATION STUDENTS WHO HAVE
COMPLETED VOCATIONAL PROGRAMS

VOCATIONAL EDUCATION PROGRAM	NUMBER WHO COMPLETED	NUMBER EMPLOYED IN OCCUPATIONAL AREA	NUMBER EMPLOYED IN OTHER OCCUPATIONAL AREA
Agricultural Education			
Distributive Education			
Health Occupations			
Homemaking Education			
Industrial Education			
Vocational Office Education			
Vocational Industrial Arts			

4. Identify the number of students referred to the vocational Admission, Review, and Dismissal Committee as described in the Administrative Guide and Handbook for Special Education, and state if they were enrolled or not enrolled.

SPECIAL EDUCATION STUDENTS REFERRED
TO ARD COMMITTEE 1974-1975

VOCATIONAL EDUCATION PROGRAM	RECOMMENDED FOR ENROLLMENT	NOT RECOMMENDED FOR ENROLLMENT	ENROLLED IN PROGRAM
Agricultural Education			
Distributive Education			
Health Occupations			
Homemaking Education			
Industrial Education			
Vocational Office Education			
Vocational Industrial Arts			

5. Below are fifteen possible reasons that have prevented special education students from being enrolled in regular vocational education programs in your school district. Please indicate the reasons why special education students have not been enrolled in regular vocational education programs by ranking the most frequent reasons as indicated below.

5 - Most frequent
4 - Second most frequent
3 - Third most frequent
2 - Fourth most frequent
1 - Fifth most frequent

______ Student handicaps felt too severe to allow success in the program.

______ Scheduling difficulties

______ Quota for vocational education classes filled by non-special education students.

______ Special education students previously placed in vocational education programs without success.

______ The special assistance needed for special education students is not available.

______ The special facilities needed for special education students are not available.

______ Special education personnel on the vocational ARD committee did not recommend placement.

______ Vocational education personnel on the vocational ARD committee did not recommend placement.

______ Parents did not approve enrollment in vocational education.

______ Special education students' safety would be jeopardized.

______ Enrollment of special education student would jeopardize the safety of the other students.

______ Special education students rarely referred by special education to the vocational ARD committee for placement.

______ Special education students are not adequately prepared for vocational education program.

______ Special education students didn't succeed in the two-week trial period.

______ Other (Please Specify)

6. Does your school district have any special policy or procedures for placing special education students into regular vocational education programs? If your answer is yes, please specify.

7. What type of services and/or programs are needed to enable more special education students to enroll in regular and/or special vocational education programs? Please be specific as possible.

Below are some examples of possible services and/or programs.

a. vocational evaluation - the systematic measurement of aptitudes, interests, and work attitudes.

b. curriculum modification - minor modifications of the curriculum and the demands that are made of enrolled students.

c. learning support - assistance in the form of meetings outside of scheduled class times where assistance is provided to help students achieve the objectives established.

d. liaison services - assistance in the form of coordination between special education teachers, vocational education teachers, and other significant school personnel who could be helpful to the student.

e. teacher aides - assistance in the form of addition instructional personnel to help students achieve the objectives established.

School Year 1975-1976

Complete the following questions for the current 1975-1976 school year.

1. How many students are currently enrolled in all vocational education programs in your district? ____________________

2. How many special education students are currently enrolled in all vocational education programs in your district? _______________

   2a. How many of these are enrolled in special vocational education programs for the handicapped? ____________________

3. Has a vocational ARD committee been established?

   _______ Yes ______ No

   3a. If yes, how many times has it met? _________

   3b. If yes, how many students have been reviewed? ________

   3c. If yes, who is the committee's chairperson?

   Name _______________________

   Position ______________________

4. Are there special education students who may be eligible for vocational education classes, but have not been referred to the vocational ARD committee because appropriate programs are not available?

   ________ Yes _______ No

   4a. If yes, please estimate the number of special education students in this category. ______________

APPENDIX C

Supplementary Letter
Supplementary Questionnaire

UTD

THE UNIVERSITY OF TEXAS AT DALLAS

MAR 0 9 1976

Dear Superintendent:

A few weeks ago I mailed to you a letter asking for your cooperation in a survey research project entitled "Vocational Education Programming For Special Education Students In Texas". Thank you for your prompt response to that letter. Your response indicated, that for one reason or another, your district would prefer not to participate in the project.

The underlying purpose of the project is to collect some hard data, from the school district's point of view, on vocational education programming for special education students. It is our intent that this effort will enable more appropriate planning to take place and the overall result will be a more efficient and effective educational system in Texas.

Many superintendents noted that they and their staffs were already burdened with work and would not have an adequate amount of time to complete the questionnaires. To this end, we have enclosed a supplementary questionnaire which should take no longer than fifteen minutes to complete. We are trying to get some data from each school district that has either a special education or vocational education program. Your completion of this questionnaire will provide data that will be used in future planning and will have a direct benefit for your district. Please take fifteen minutes from your schedule to reflect on vocational education programming for special education students in your district and answer the enclosed questionnaire. The data that you provide will be used and greatly appreciated.

Thank you.

Very sincerely yours,

George W. Fair

George W. Fair, Ph.D.
Project Director

NAME: ____________________ POSITION: ________________

SCHOOL DISTRICT: ____________________

VOCATIONAL EDUCATION PROGRAMMING FOR SPECIAL EDUCATION STUDENTS IN TEXAS

Supplementary Questionnaire

1. Please estimate the number of special education students who are enrolled in regular vocational education classes this school year. ____________

2. Does your school district have a special vocational education program for special education students.

   _____ Yes _____ No

   2a. If yes, identify the program and estimate the number of special education students enrolled.

PROGRAM TITLE	ESTIMATE NUMBER OF THE STUDENTS ENROLLED
____________	__________
____________	__________
____________	__________

3. Estimate the number of special education students who have completed vocational education programs in the school year 1974 -75. ____________

   3a. How many of the number estimated above would you think are presently employed? __________

4. Estimate the number of special education students who were referred to the vocational Admission, Reveiw, and Dismissal Committee. __________

   4a. How many of the students estimated above would you think were enrolled in vocational education programs? ____________

5. There are many possible reasons that have prevented special education students from being enrolled in regular vocational education programs. In the space below please indicate why special education students have not been enrolled in regular vocational education programs in your school district.

(Turn this page over for two more questions)

6. What type of services and/or programs are needed to enable more special education students to enroll in regular and/or special vocational education programs? Below are some examples of possible services and/or programs. Please circle the three that you think would be most helpful.

   a. Vocational evaluation - the systematic measurement of aptitudes, interests, and work attitudes.

   b. Curriculum modification - minor modifications of the curriculum and the demands that are made of enrolled students.

   c. Learning support - assistantce in the form of meetings outside of scheduled class times where assistance is provided to help students achieve the objectives established. Such assistance may be provided by persons employed specifically for this purpose.

   d. Liaison services - assistance in the form of coordination between special education teachers, vocational education teachers, and other significant school personnel who could be helpful to the student. Such assistance may be provided by persons employed specifically for this purpose.

   e. Teacher aides - assistance in the form of addition instructional personnel to help students achieve the objectives established.

7. Please include any comments concerning vocational education programming for special education students.

APPENDIX D

Three week reminder letter to Superintendent

UTD

THE UNIVERSITY OF TEXAS AT DALLAS

March 1, 1976

Dear Superintendent:

Three weeks ago we sent you a letter concerning a survey entitled "Vocational Education Programming for Special Education Students in Texas". As of this date we have received no reply. Perhaps you mislaid the letter, or any one of a dozen of contingencies could have happened. If the letter has not reached you, please call (214-690-2097) or write, and we will get another letter in the mail to you immediately. If you do have the letter, please read it again and complete the attached form. Most of the other Superintendents have returned their forms and we would like to get them all back. If you have already mailed your form, please disregard this letter.

Thank you. We shall appreciate your cooperation.

Very sincerely yours,

George W. Fair

George W. Fair
Project Director

GWF/gl

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

BOX 688 RICHARDSON, TEXAS 75080

APPENDIX E

Three week reminder letter to respondent

UTD

THE UNIVERSITY OF TEXAS AT DALLAS

Dear Respondent:

Three weeks ago we sent you a questionnaire that was part of a survey entitled "Vocational Education Programming For Special Education Students In Texas". As of this date we have received no reply. Perhaps you mislaid the questionnaire, you do not have all of the data at hand to answer the questions, or any one of a dozen of contingencies could have happended. If the questionnaire has not reached you, please call (214-690-2097) or write, and we will get another questionnaire in the mail to you immediately. If you do have the questionnaire, please complete it to the best of your ability from the information that is immediately available to you, and return it. If you have already mailed your questionnaire, please disregard this letter.

Thank you. We shall appreciate your cooperation.

Very sincerely yours,

George W. Fair

George W. Fair, Ph.D.
Project Director

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

BOX 688 RICHARDSON, TEXAS 75080

APPENDIX F

Six week reminder letter to respondent
Supplementary Questionnaire

UTD

THE UNIVERSITY OF TEXAS AT DALLAS

Dear Respondent:

A few weeks ago we mailed to you a letter or a questionnaire concerning a survey entitled "Vocational Education Programming For Special Education Students In Texas". As of this date we have received no reply. Perhaps you mislaid that communication, you may have forgotten to reply, or any one of a dozen of contingencies could have happened. We understand that all school personnel are very busy at this time of the year and appreciate the time that you are taking to read this letter.

The underlying purpose of the project is to collect some hard data, from the school district's point of view, on vocational education programming for special education students. It is our intent that this effort will enable more appropriate planning to take place and the overall result will be a more efficient and effective educational system in Texas.

Many superintendents and other respondents have noted that they and their staffs were already burdened with paperwork and would not have an adequate amount of time to complete the questionnaires. To this end, we have enclosed a supplementary questionnaire which should take no longer than fifteen minutes to complete. If you already have received a longer questionnaire from this project and have had trouble getting the data necessary to complete it, please complete the shorter enclosed questionnaire and we will not have to contact you again.

Please take fifteen minutes from your schedule to reflect on vocational education programming for special education students in your district and answer the enclosed questionnaire. The data that you provide will be used in future planning and will be greatly appreciated.

Thank you.

Very sincerely yours,

George W. Fair

George W. Fair, Ph.D.
Project Director

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

BOX 688 RICHARDSON, TEXAS 75080

NAME: ______________________ POSITION: __________________

COOPERATIVE: _________________________

VOCATIONAL EDUCATION PROGRAMMING FOR SPECIAL EDUCATION STUDENTS IN TEXAS

Supplementary Questionnaire

1. Please estimate the number of special education students who are enrolled in regular vocational education classes this school year. _____________

2. Does your cooperative have a special vocational education program for special education students.

_____ Yes _____ No

2a. If yes, identify the program and estimate the number of special education students enrolled.

PROGRAM TITLE	ESTIMATE NUMBER OF THE STUDENTS ENROLLED
________________	___________
________________	___________
________________	___________

3. Estimate the number of special education students who have completed vocational education programs in the school year 1974 -75. ______________

3a. How many of the number estimated above would you think are presently employed? __________

4. Estimate the number of special education students who were referred to the vocational Admission, Reveiw, and Dismissal Committee. ___________

4a. How many of the students estimated above would you think were enrolled in vocational education programs? _______________

5. There are many possible reasons that have prevented special education students from being enrolled in regular vocational education programs. In the space below please indicate why special education students have not been enrolled in regular vocational education programs in the school districts in your cooperative.

(Turn this page over for two more questions)

6. What type of services and/or programs are needed to enable more special education students to enroll in regular and/or special vocational education programs? Below are some examples of possible services and/or programs. Please circle the three that you think would be most helpful.

   a. Vocational evaluation - the systematic measurement of aptitudes, interests, and work attitudes.

   b. Curriculum modification - minor modifications of the curriculum and the demands that are made of enrolled students.

   c. Learning support - assistantce in the form of meetings outside of scheduled class times where assistance is provided to help students achieve the objectives established. Such assistance may be provided by persons employed specifically for this purpose.

   d. Liaison services - assistance in the form of coordination between special education teachers, vocational education teachers, and other significant school personnel who could be helpful to the student. Such assistance may be provided by persons employed specifically for this purpose.

   e. Teacher aides - assistance in the form of addition instructional personnel to help students achieve the objectives established.

7. Please include any comments concerning vocational education programming for special education students.

APPENDIX G

Special Education Cooperative Director Letter
Supplementary Questionnaire(Cooperative)

UTD
THE UNIVERSITY OF TEXAS AT DALLAS

Dear Special Education Cooperative Director:

In cooperation with the Department of Occupational Education and Technology and the Department of Special Education of the Texas Education Agency, The University of Texas at Dallas has initiated a study to determine the availability and use of vocational education programming for special education students in the public schools of Texas.

During February letters were mailed to the superintendents of independent school districts in Texas describing the project and asking for their cooperation. In districts that are a part of a special education cooperative, many of the superintendents asked the director of the cooperative to complete the project questionnaire. It is difficult to determine what has taken place in each district or cooperative, but for some reason we have not received a reply that represents your input.

You can assist us in this effort by completing the enclosed questionnaire and offering your candid suggestions concerning vocational education programming for special education students. If there are questions that you cannot answer, please make an approximation or leave it blank and go on to the next question.

As a result of this study, compilations and summaries of data will be reported and recommendations will be made concerning the status of vocational education programming for special education students in Texas. The information collected will not be used in any evaluative manner and no information will be published concerning an individual school district. With you help, accurate data will be obtained on which future planning can be based. We are anticipating your willingness to cooperate with us toward this desired goal. Thank you for the courtesy of your assistance.

Very sincerely yours,

George W. Fair

George W. Fair, Ph.D.
Project Director

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER
BOX 688 RICHARDSON, TEXAS 75080

NAME: ______________________ **POSITION:** __________________

COOPERATIVE: ________________________

VOCATIONAL EDUCATION PROGRAMMING FOR SPECIAL EDUCATION STUDENTS IN TEXAS

Supplementary Questionnaire

1. Please estimate the number of special education students who are enrolled in regular vocational education classes this school year. ____________

2. Does your cooperative have a special vocational education program for special education students.

____ Yes ____ No

2a. If yes, identify the program and estimate the number of special education students enrolled.

PROGRAM TITLE	ESTIMATE NUMBER OF THE STUDENTS ENROLLED
________________	___________
________________	___________
________________	___________

3. Estimate the number of special education students who have completed vocational education programs in the school year 1974 -75. ______________

3a. How many of the number estimated above would you think are presently employed? __________

4. Estimate the number of special education students who were referred to the vocational Admission, Reveiw, and Dismissal Committee. ___________

4a. How many of the students estimated above would you think were enrolled in vocational education programs? _______________

5. There are many possible reasons that have prevented special education students from being enrolled in regular vocational education programs. In the space below please indicate why special education students have not been enrolled in regular vocational education programs in the school districts in your cooperative.

(Turn this page over for two more questions)

6. What type of services and/or programs are needed to enable more special education students to enroll in regular and/or special vocational education programs? Below are some examples of possible services and/or programs. Please circle the three that you think would be most helpful.

   a. Vocational evaluation - the systematic measurement of aptitudes, interests, and work attitudes.

   b. Curriculum modification - minor modifications of the curriculum and the demands that are made of enrolled students.

   c. Learning support - assistantce in the form of meetings outside of scheduled class times where assistance is provided to help students achieve the objectives established. Such assistance may be provided by persons employed specifically for this purpose.

   d. Liaison services - assistance in the form of coordination between special education teachers, vocational education teachers, and other significant school personnel who could be helpful to the student. Such assistance may be provided by persons employed specifically for this purpose.

   e. Teacher aides - assistance in the form of addition instructional personnel to help students achieve the objectives established.

7. Please include any comments concerning vocational education programming for special education students.

APPENDIX H

Telephone Questionnaire

DISTRICT NAME: ______________________

RESPONDENT: ______________________

RESPONDENT'S POSITION: ____________________

1. Does your school district have a special vocational ed. program for the handicapped. (VEH)

   ________________ Yes ____________ No

   If yes: What is the name of the program?

NAME	NUMBER
____________________	______________
____________________	______________
____________________	______________

   How many students would you estimate that there are in each of these programs?

2. Are there any special education students who are enrolled in regular vocational education classes.

   _______________ Yes ______________ No

   If yes: How many? _______________

3. There are many possible reasons that have prevented special ed. students from being enrolled in regular vocational ed. programs. Please indicate why special ed. students have not been enrolled in regular vocational ed. programs in your school district.

   _____ handicap too severe

   _____ Scheduling problem

   _____ Quota filled by non-Sp.Ed.

   _____ Sp.E. Students have little success in voc. ed. programs

   _____ Special assistance required not available

   _____ Special facilities needed not available

   _____ Sp.Ed. personnel on Voc. ARD comm. did not recommend placement

   _____ Voc.ed. personnel on Voc. ARD Comm. did not recommend placement

   _____ Parent did approve enrollment in Voc.Ed.

   _____ Safety

   _____ Sp.Ed. not referred by Sp.Ed. to Voc.Ed. ARD Comm. for placement

   _____ Student not adequately prepared for Voc.E

   _____ Didn't succeed in 2 week trial period.

   _____ Other:

4. What do you think that TEA should do in order to enable more Sp. Ed. students to take advantage of both regular and special vocational ed. programs?

CE 009 696